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STATE DOCUMENTS

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Your Schools Today

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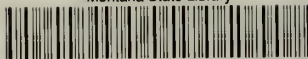
Achievements

State
Department of Public Instruction

MONTANA
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BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

MONTANA

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Helena, Montana

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Helena, Montana

December 1, 1956

To His Excellency, J. Hugo Aronson
Governor of Montana

In compliance with Section 75-1309, R. C. M., 1947, I herewith submit the Biennial Report of the Department of Public Instruction, for the period July 1, 1954 to June 30, 1956.

Respectfully yours,

MARY M. CONDON,
State Superintendent
of Public Instruction

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MARY M. CONDON
State Superintendent of Public
Instruction

FOREWORD

During the past eight years Montana's educational program has made much progress, largely because of the coordination of effort on the part of those primarily concerned with education. School boards, superintendents, teachers, parent-teacher groups and local citizens committees work cooperatively with the state superintendent's office toward the solution of our educational problems. The stalwart leadership of certain legislators who place the welfare of boys and girls above the selfish interests of others has been a most important factor in achieving the goals which have so far been achieved. It would be folly, however, to believe that the tasks are ended.

Education methods, like all facets of life in America are constantly changing. Sometimes we perhaps become so preoccupied with the search for adequate finances—a quest that has never ended successfully to date—that we may seem to be overlooking the main objectives of education in America, and thus in Montana, which never change.

This biennial report of the state superintendent, like the three which preceded it, is called *Your Schools Today*. In it the state department staff has attempted to show how the four objectives of education have been furthered by the activities of the various staff assignments. As a literary masterpiece, this publication leaves much to be desired—it is not intended to be a best-seller. Rather, each in his own words has described the ways and means he has followed to promote the objectives which eight years ago this department adopted as its guiding purposes. We believe the following are the four purposes of education:

1. To develop in each individual a sense of self-realization; to recognize his limitations, his special talents, and to give him the opportunity to achieve success in those fields in which he will find the satisfaction of accomplishment.
2. To help each individual to develop wholesome human relations with his fellow man.
3. To develop a sense of moral, spiritual and civic responsibility.
4. To develop economic efficiency—the ability to read, write, study, think, and form independent judgment, so that he will be able not only to earn a living, but to contribute to the strength of our nation.

There are many activities of the state department that are not covered in this publication—to have described them all would require much more time to prepare and to read than anyone seems to have.

It is my hope that future educational progress in Montana will be based on the continued awareness of the need for constant and continuous evaluation of the program as to the degree that it meets these objectives.



AUDIO-VISUAL INSTRUCTION

Audio-Visual Department

The principal responsibility of the teacher of today is that of providing the pupil with information, understanding and appreciation, and other values which will produce the type of behavior most beneficial to each pupil in reaching goals of Wholesome Human Relations, Self-Realization, Moral and Civic Responsibility and Economic Efficiency. The achievement of these goals immediately presents the teacher with two problems, one of selecting the proper content and the second to communicate this content to the pupil.

The origination of speech had a direct relation to the object. Later when need arose for a written word, symbols replaced illustrations and the ability to communicate by writing developed. It is plain to see that the use of pictures and other illustrations is not something new in communications. Teachers have always supplemented the use of words by pictures, specimens and field trips. Through such activities as workshops, film festivals, demonstrations and, of course, the written article constantly reminding the Educator of Montana of the proper use of audio-visual equipment and materials, the Department of Audio-Visual Education will attempt to continue to keep the teachers abreast with trends thereby helping them to reach the goals of education with the students.

The past generation has brought into common use many and varying types of equipment and material, these being given the term of audio-visual aids. Many factors have contributed to the adoption of these as an important and necessary part of teaching today. It is recognized how great

the accomplishments were when audio-visual aids were used by the armed services. Since the war's end a vast and varied amount of equipment and materials have appeared on the market with a continued increase in quantity and quality.

Audio-visual materials may confuse more than explain and teach little or nothing if their selection and use is not carefully planned. Unless the purpose of their use is made clear to the pupils, audio-visual materials may have a mere entertainment value or even promote boredom. The day of incidental audio-visual education has passed. Leading educators including the classroom teacher agree that the right materials properly used assume the role of bridging the gap between the abstract and the actual.

The Audio-Visual Department is dedicated to the improvement of teaching in Montana schools through the proper use of audio-visual materials and equipment. Through the supplying of 16mm sound film the Department aids directly to all phases of education at all levels. During the past biennium the film that have been added to the Library have been purchased with the four goals of education constantly in mind. Film can aid the Geography teacher, the History teacher, the Science teacher, the Mathematics teacher, Home Economics teacher, the Teacher Trainers in our colleges and all other teachers in reaching their goals. Following is a sampling of film that will aid in the achievement of the four goals of education:

- | | |
|----------------------------------|--|
| 1. Wholesome Human Relations | 3. Moral and Civic Responsibility |
| "How to Raise a Boy" | "Let's Be Good Citizens in the Neighborhood" |
| "You and Your Family" | "The Meaning of Conservation" |
| "Broader Concepts of Curriculum" | "The Bill of Rights of the United States" |
| "The Golden Rule" | "The Story of Weights and Measures" |
| | "Our Country's Emblem" |
| | "Interim Report (Polio Research)" |
| | "What It Means to Be An American" |
| 2. Self-Realization | 4. Economic Efficiency |
| "Planning Your Career" | "Industrial Arts Joining and Gluing" |
| "Habit Patterns" | "Accounting: The Language of Business" |
| "Facing Reality" | "Decimal Fractions" |
| "Don't Get Angry" | "Using the Bank" |
| "A Lesson in Courage" | "Why Study Home Economics" |

The State Film Library has been slowly changing from a film library to an Audio-Visual Department and at the same time has doubled in size the film library.

The Film Library now consists of a collection of approximately 2,600 different titles of educational film and duplicate copies enough to make a total of over 4,200 film. The 2,600 titles include most of the old proven educational film and many of the excellent film of recent production.

New film are selected only after deliberation and study of the film contents, need and correlation to Montana schools and a review of the film is made by as many individuals as possible.

Persons requested to preview film are selected on the basis of their interests and occupation. For example, if a film pertaining to weather arrives for preview, the meteorologist is called for his judgment about the film.

The patronage and number of film distributed has continued to increase to the point that last year over 325 schools requested film at the rate of over 1,000 per week or a total of approximately 36,000 for the school term.

The number of film shipped has increased at the rate of 15% each year for the last two years and requests for next year indicate an increase of at least that rate.

There is a 35mm camera available for use by any member of the Department for recording or preparing their work. Available also is a slide projector, strip film projector, 16mm sound projector and a tape recorder.

Schools and educational organizations may request and receive information and assistance with their A-V programs from the Department.

The Department will continue its dedication to the pupils in the schools of Montana by increasing and improving the previously mentioned services and adding to them as new materials, equipment and philosophy are developed.

The goal of this Department is to improve and increase educational opportunities in Montana schools.

Certification of Teachers

The term "teacher" for purposes of certification, includes any person employed in a public school as a member of the instructional and administrative staff. A "qualified teacher" is one who holds a valid certificate issued by the State Superintendent of Public Instruction to perform the particular service for which he is employed.

Whenever a certificate for teaching is authorized to be issued to graduates of a unit of the University of Montana, the certificate is issued by the State Superintendent of Public Instruction according to certification rules and regulations adopted by the State Board of Education.

Applications for teaching certificates by teachers trained in institutions other than the units of the University of Montana are issued in accordance with the rules and regulations for the certification of Montana trained teachers. The applicant must present a course in teacher education essentially equivalent in content required by any of the units of the University of Montana.

The State Superintendent of Public Instruction may issue certificates for teaching in the elementary and secondary public schools. He may also issue administrative and supervisory certificates, junior college certificates, and vocational certificates. Emergency certificates may be issued, under certain conditions, whenever qualified teachers are not available.

All teaching certificates must be registered with the county superintendent of schools within ten days after the opening of school. If this is not done, the teacher cannot legally be paid.

Steady improvement in raising academic preparation for teaching has been made within the past years and this trend has continued through the 1954-1956 period. This action is paralleled in other states, although there are some states that have appreciably higher standards than Montana.

A noticeable and commendable improvement has been gradually seen in the growth of the number of elementary teachers holding baccalaureate degrees. About twenty-two percent of all elementary teachers now hold this degree.

Many more secondary teachers than formerly now hold the masters degree, or higher degrees, and are able to render a greater service in the instructional and administrative field in the schools of Montana. About 10 percent of all secondary teachers hold this degree.

Administrators in Montana have long recognized the need of specific qualifications for the supervisory and administrative staff of the public schools and we now find all such personnel holding appropriate certificates.

The rural school problem is one of the hardest to solve and it is before the citizens of the state at all times. Many years ago there was sentiment that anyone could teach a rural school and that trained teachers were needed only in the town and city schools. This sentiment has changed over the years and it is now recognized that all pupils have an inherent right to well qualified classroom teachers and adequate school buildings. There has been much consolidation of rural schools and the transportation of pupils is now common practice and some of the shortages in the number of available teachers have been alleviated. However, a greater number of boys and girls are knocking each year at the doors of the school houses for admittance and the situation remains clouded. The State Department has been able to hold to the recently established practice that a first applicant for a teaching certificate in Montana must show at least two years of elementary teaching preparation in cases where the diploma has not been received before he can be certi-

fied. There are, however, a few cases where individual consideration was given. Any Montana experienced teacher meeting certain specific qualifications continues to be considered for future emergency certification.

Efforts have been made to interest persons not now teaching, who formerly taught or prepared for teaching, and the results have been encouraging. Recertificated teachers are playing a greater part in education than formerly and they are found to be capable of satisfactory work.

Salary increases have taken an orderly growth due to many factors, particularly the strict certification requirements we now have. There is still much room for improvement in many classifications. If the American people believe in the importance of the teacher in society, they should ready themselves to pay better salaries and provide better working conditions.

During the past two years, more effort has been made in our state to develop reciprocal relationships among our neighbor states in teacher certification. It is hoped that something more definite will soon come from these initial efforts. It is a recognized fact that this procedure gives greater freedom to the movement of teachers from one state to another and it could add materially to the number of certificated teachers in both the elementary and secondary field for Montana schools.

We are entering into a new age in educational advancement. What the future will bring is still unknown, but whatever comes, it is sure to be dependent on the kind of teachers the patrons of the schools demand for the education of their sons and daughters.



Donable Property Program

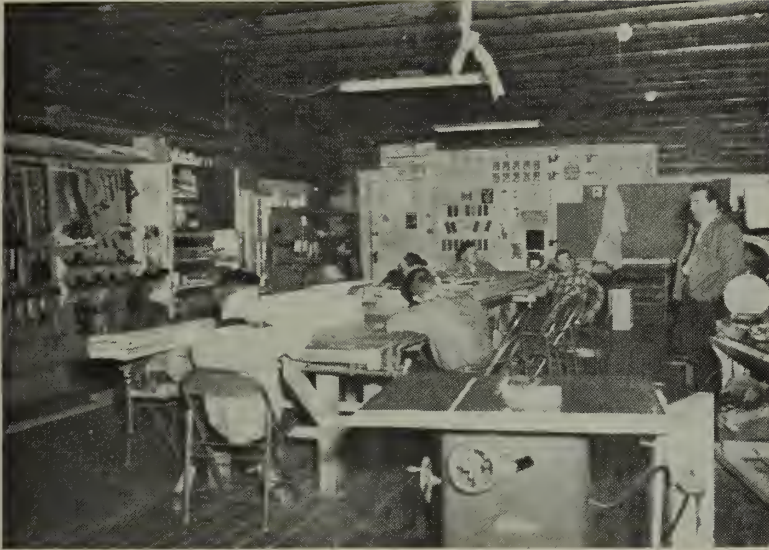
The Donable Property Program has continued to expand during the past two years, from July 1, 1954 through June 30, 1956, the State of Montana was allocated surplus property at the acquisition cost of \$1,178,342. During this same two year period the Schools of Montana received property for the amount of \$131,071, a great saving for the two hundred and some schools, hospitals, and institutions now participating in the program.

All tax supported schools, institutions with training programs, non-profit schools and the Public Health Service are eligible to receive property. A percentage charge ranges from 0 to 20 percent of the acquisition cost, to defray cost of freight, handling and administrative charges. The program is self-supporting and receives no legislative appropriation to guarantee operational expenses. In other words, operation and success depends on the charges made against materials allocated to the institutions.

Property that can be secured through the surplus property for the schools is varied. Most notable have been hand tools, automotive equipment, trucks, jeeps, building materials, electric motors, hose, mattresses, spreads, pillows, office furniture, typewriters, playground equipment, kitchen equipment, gloves, shoes, lathes and many other items.

The Director of the program is a member of the staff of the Department of Public Instruction and has charge of all property allocated in Montana. Those eligible to receive property contact the Director. The warehouse is located at 1320 Bozeman Avenue in Helena.

Elementary Education

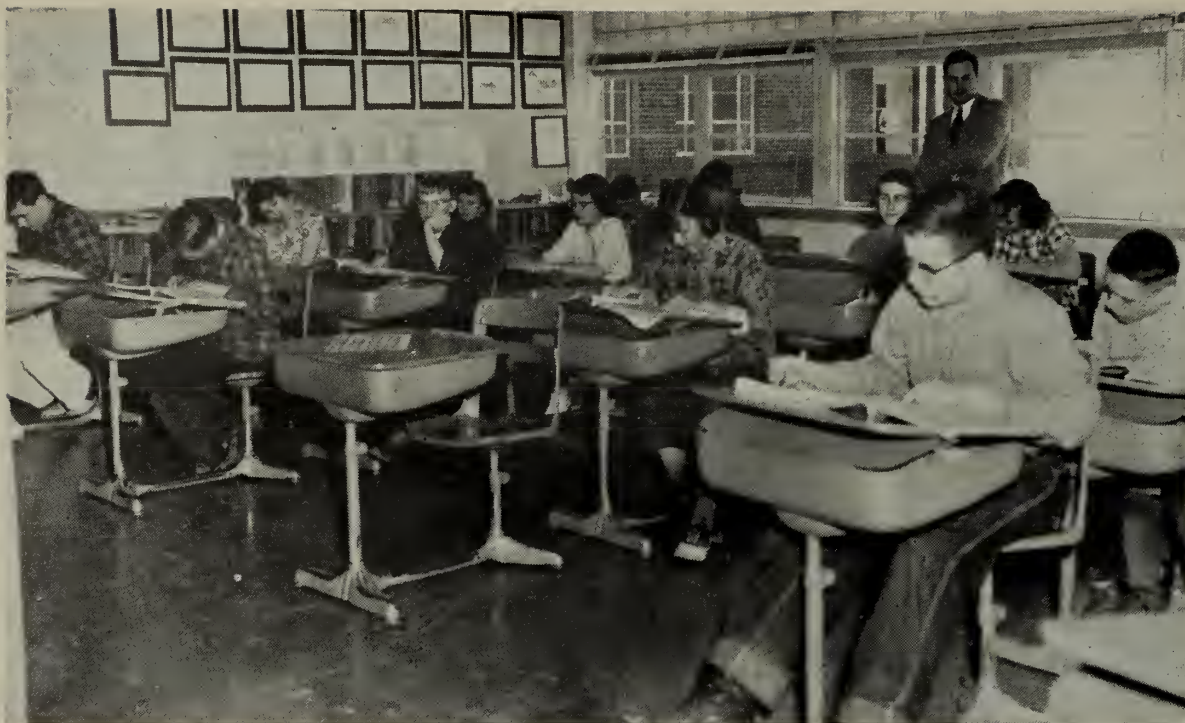


A Conservation
Education
Project

KINDERGARTEN

The readiness program in kindergarten includes work in auditory discrimination, visual discrimination. Students are given an opportunity to utilize these factors in the story telling period. During this period students may have stories read to them or they may create their own stories from pictures that are shown to them as in the case of the accompanying picture.





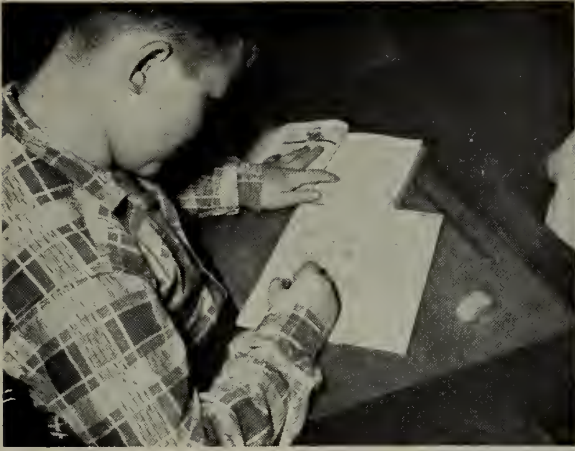
A Modern Elementary Classroom

The Montana State Department of Public Instruction does not have a supervisor for this most important division. However, we are pleased with the present elementary school program and the progress which has been made through the cooperation of the teacher education institutions, school administrators, school boards, teachers, and parents.



A CONSERVATION EDUCATION PROJECT

Photo by Bob Olson, Victor, Mont.



The Three R's
are
Taught

The rapidly increasing enrollments in the elementary schools have been met in many communities with fine new school buildings.

The Self-evaluation program has been revised to assist elementary schools in the communities.

The curriculum is ever changing to meet the individual needs of the students.

The so-called 3 R's are still the most predominate subjects in the curriculum, and now are better mastered through a varied program of activities relating directly to reading, writing and arithmetic.



A 6th Grade Project Based on the Story of Hansel and Gretel

Indian Education

Old
Lame Deer
School



Montana is not confronted with a problem of discrimination in its public schools. Pupils of Indian blood are welcome in all our schools and the young children of Indian blood are eager to attend after they become accustomed to school routine. This wholesome relationship has been developed over a period of many years and has been emphasized during the past eight years through the State Department of Public Instruction. In those schools where there were tendencies towards segregation and discrimination, a great deal of progress is noticeable in the human relationships among pupils, teachers and the adults of the community. This growth of a wholesome attitude among people has led to a greater desire among young people of Indian blood for a stronger foundation in education. The younger children of Indian blood realize that their progress and success in our way of life will be determined by their educational background. These young people are eager to attain stature in our social world, our economic world and their community. They are eager to work for an educational foundation to build a strong family life.

Their realization of the avenue of approach to these goals makes progress easier. It is very evident in those communities where secondary education has been available to Indian youth the past 20 years. In these communities the young people do not hesitate to leave their community to improve their earning power and establish better homes.

New
Lame Deer
School





It is a well accepted fact that opportunities for employment on Indian reservations are on a very low level. These young people have great earning capacity if they have the opportunity. Many have trained themselves as teachers in our institutions of higher learning. The State Department of Public Instruction, six years ago sponsored legislation for scholarships in our State University system for students of Indian blood. This program has done much to stimulate interest in higher education.

We find these students from our Indian reservations train as teachers, lawyers, forestry technicians, agricultural specialists, and other professional types of work. They fit well into the economic system. They take active leadership in their community, county, and state affairs. We find them serving on City Councils, elected as County officials, acting as school trustees and members of our legislature. They are found as bankers, merchants, and ranchers.

The State Department of Public Instruction is proud of its record of providing public school education to over 3,000 children of Indian blood. In those school districts where there are impacts due to tax exempt Indian lands, reimbursements are made from federal funds. This reimbursement has increased from \$140,000 to over \$400,000 during the past eight years. The program of education has been carried on with federal agencies as well as children of Indian blood and a much broader and more sympathetic attitude is noticeable among federal administrators. There is a definite need for more and better roads on Indian reservations so that rural children may be transported to school.

The Tongue River Reservation, the home of the Northern Cheyenne, is located in Rosebud and Big Horn Counties. It is 50 miles south of the County Seat at Forsyth and the railroad. For many years the reservation was extremely isolated without roads or telephones.

In 1916 the first public school was established on this reservation. It was a one-room school with a handful of children. Funds were extremely meager for education because no federal reimbursement was available in those early days.

Through the assistance of the state, the county, and local officials of the Bureau of Indian Affairs, the school building was built one room at a time. Because of this lack of funds and financial resources, a good deal of the construction was make-shift. To illustrate, the furnace—a gravity type hot-air furnace—was given the school back in 1920. Four years later an additional

room was added to the school which made it impossible to heat the room from the furnace unless the air was forced. A return pipe was attached to the furnace with a fan. A bonnet with distribution pipes was put on the top of the furnace. Smoke and ashes were distributed with the hot air. This make-shift arrangement twice caused fires in the building which burned a hole through the floor and through the roof. Insurance money in each instance was barely sufficient to repair the holes in the building.

Toilet fixtures were installed from equipment which had been discarded by the Indian agency and other agencies in the area. Everything was makeshift. The floors were worn through, the walls were not painted, but smoke covered. When the wind blew, the building was cold. The makeshift septic tank was overflowing.

When Public Law 815 was enacted, it was hoped that his law could be extended to Indian reservations because Indian reservations were a type of federal impact. The administrators of this law ruled otherwise and it did not appear that they could assume the responsibilities for Indian reservations except through special legislation by Congress. The State of Montana took the initiative to change Public Law 815 sufficiently to include school building responsibilities on Indian reservations in the United States.

The promotion of this idea was carried on for two years by the Montana State Department of Public Instruction. The State Superintendent, Miss Mary M. Condon, spread this gospel wherever she traveled and on July 17, 1953 she was the only State Superintendent of Public Instruction to appear before the Committee on Education in the House of Representatives. She testified before this group in regard to the federal impact caused by tax-exempt Indian lands upon the public school districts in Montana. She also stressed the fine contribution made by our public school system towards the integration of our Indian population into our American way of life. She emphasized that the solution of the Indian problem would be found through education. Miss Condon further illustrated and explained that the existing formula of Public Law 815 discriminated against school districts with tax-exempt Indian land. Eligibility under the formula was based upon growth in school attendance during the last ten years. There was very little growth in school attendance on most Indian Reservations during this ten year period, and there was no eligibility under the formula.

Miss Condon further pointed out that there had been no federal money available for school building on Indian reservations in the State of Montana since 1936 when Congress passed a law loaning money to these school districts on a recoupment plan. The money loaned was recouped through deductions from the reimbursement of Johnson O'Malley federal funds to the school districts.

Thanks to the efforts of Congressman Metcalf and Senators Murray and Mansfield, the balance of this debt totalling approximately \$350,000 was cancelled by congressional act after Indian districts were included in P.L. 815.

The following is a description of what has been accomplished in the Lame Deer community through a Public Law 815 allocation, \$413,969.

A fine modern school building has been constructed and was occupied for the first time on September 1, 1956. The building includes ten class rooms, a shop room, a home-economics room, a lunchroom, and all-purpose room, health room, and administrative room. The program of construction includes the construction of living quarters for the teachers. One of the problems in this school district is obtaining teachers. Comfortable living quarters is an attraction that teachers enjoy.

As of this date a total of \$2,029,311 in Federal funds has been expended for public school facilities on Indian reservations under P.L. 815 through the efforts of the state superintendent. It seems important to point out that in no way whatsoever has any agency of the Federal government attempted to control the educational program carried on in these schools, contrary to the frightened forebodings of some.

Music

In the wide and varied realm of music there is something for the self-realization of every child. It may be in terms of listening to music or playing some instrument. It may also be singing songs or moving to music rhythmically.

This suggests that the program of music in the elementary school should provide adequate and appropriate opportunities for children to have daily classroom experiences with music through which each child can discover his own individual musical interests and can begin to develop his own unique musical potentialities.

In order to further the process of self-realization in music, any program of instruction in the public schools must be continuous, providing for the child at each grade level worthwhile and appropriate activities in music. For example, if children do not have the opportunity to develop some skill in using and understanding the symbols of music on the printed page, or to sing with some assurance and pleasure, or to learn to play some instrument acceptably, then they will be penalized when they enter high school because they will not have had the necessary background in music to participate in selective music groups for band, orchestra or chorus at the high school level.

The converse is equally true as the high school level should be the culmination of all the musical experiences a child has enjoyed beginning on a planned basis in the kindergarten and first grade and continuing throughout his stay in the public schools. When children do have a desirable background in music in grades 1-8 and nothing to interest or challenge them musically while in high school then the educational program can not be considered either adequate or desirable.



A Sixth Grade Class Enjoys an Action Song

Harmony Band
Third Grade



One of the important and fundamental needs of human beings is to express themselves in as many ways as possible. Because of its very nature, Music is one of the most attractive and rewarding avenues of self-expression and self-realization.

Participation in any kind of musical ensemble activity requires cooperative endeavor, respect for and appreciation of the part contributed by other members of the group, willingness to follow instructions, honesty in producing exactly what is called for by the musical score and individual self-control not only in terms of singing or playing an instrument but also in taking care of one's own individual behavior during those intervals when others have the leading part.

Teachers of music or of any other subject have an unparalleled opportunity during the time a student is in school to help him understand and cultivate desirable habits and traits of character. These habits or traits of character mentioned above—cooperation, respect for authority, consideration for the rights of others, honesty, and individual self-control—will all be vitally important in post-school life when the young now-in-school-citizen must assume the responsibilities of a mature, adult citizen. One of the marks of this adult citizen will be his concern for and ability to maintain wholesome human relations in his home, at the place he works, in his church and in his community. It is very possible to educate THROUGH music as well as IN music. This is why we have music as an integral part of the curriculum in all accredited Montana schools.

Musical activities when properly directed can develop both leaders and followers. Musical activities can, then, contribute toward the realization of one of the goals and responsibilities of a democracy for its citizens—constructive leadership. Singing in a choir or playing in a band or an orchestra gives the student a chance to be a leader or a featured performer at one time and at another to contribute as a member of a whole group. In music as in very few other activities one can give a part of himself and his talent to a cooperative group endeavor and something fine results musically for the group as a whole. The adult, responsible citizen will be called upon on many occasions to be both a good leader and a good follower and in many types of community projects. Worthwhile training while in school—perhaps through music—to meet these demands can help to develop finer citizens and better communities.

One of the marks of a responsible citizen is an interest in the cultural life of his community. Whether or not he will lend his financial support to concerts, good church music, private music study for his children, and the musical life in general of the town or city where he resides will depend in large part on what his attitude is toward music and his interest in music when he leaves senior high school. One of the finest things that a classroom teacher or special music teacher can give to young people in the public schools is an enthusiasm for music. This enthusiasm is contagious and when properly channeled can enrich the lives and living of both young and adult citizens in Montana.

Some young people in Montana will choose music for a professional career either as performers or as teachers. Many others will use music as a lucrative avocation or for worthwhile leisure time activity.



A High School Band

Whatever uses are made of musical instruction obtained in Montana Public Schools, that instruction should be high in quality and planned in terms of the needs of the individuals involved. At the present time there are over 350 positions in Montana public schools employing specially trained music teachers, more than 150 accredited private music teachers offering individual instruction in music studios in all parts of the State, as well as numerous church organists and many small ensembles and dance orchestras, ALL OF WHOM depend for their income or at least a part of it from work in music. With few exceptions these individuals received their musical preparation in Montana schools.

A much larger group of our citizenry however purchase and listen to all types of phonograph recordings, buy musical instruments and have them tuned and repaired. Music as a leisure time activity, then, provides additional employment for music merchants and an expanded music industry.

It is interesting to note that employers in general industry invariably give preference, when employing high school students, to those young people who have had instruction in music—particularly to those who sing well or who play an instrument. It has been found that such employees are versatile and can do more than routine typing or filing and the like.

Teachers
Music Workshop





Murals Created by Students of Whitehall, Montana



Photos by Lloyd Skinner, Photographer, Ennis, Mont.

Rural Schools



THE NEW RURAL SCHOOL

This building faces west with the windows to the south. There is a well with an electric pump and the playground is equipped. The interior of the building is decorated and furnished with new desks, a nice floor and well equipped shelves and cupboard under the windows.

There is a 2-room teacherage with an electric range, refrigerator, good bed and closet space. The building is the pride of the school district now.

A recent survey reveals that during the last five years (1951-56), a great deal of increased interest, cooperation, and understanding has taken place in Montana Rural Schools on the part of school personnel and community, toward a more vital educational program.

Toward the achievement of these goals—self realization, wholesome human relations, civic responsibility, economic efficiency—the Self-Evaluation Program which is the accrediting instrument for elementary schools of Montana, is a detailed guide.

THE OLD RURAL SCHOOL

This building was very dark and dreary with the windows to the north. It was heated by a huge coal heater in the middle of the room. The desks were so old that they had been used by many of the parents when they were children. The textbooks were also out-of-date. The teacher had her bed in one corner of the room as there were no teacherage facilities.





Community
Self Education
Day

THE SCHOOL IS A COOPERATIVE ENTERPRISE. Only as school boards, patrons, teachers and pupils work together can there be satisfactory results. It is becoming increasingly important that all have a common understanding of the objectives of present day education, of its importance in a democracy, and of the necessity for persistent effort to improve its contribution.

The school-community relationships that have been developed under the self-evaluation program have been invaluable in terms of developing increased interest, cooperation and understandings on the part of school trustees, parents, pupils, teachers, and patrons—all vital to the improvement of the total school program. Personal interviews, communications, group discussions and observation have produced evidence in innumerable cases where school-community cooperation has taken place with a definite improvement in the educational program in their schools.

Rural School
Seventh Grade
Class



Our Montana Schools not only invite but compel all pupils between 8 and 16 years to attend school. That our children may have the daily satisfaction of accomplishment, it is increasingly important for the children now, and for the future of our country, that methods of instruction shall make school experiences so vital that the children will feel their value and want to remain in school.

HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY EDUCATION MUST BE PRACTICAL TO BE EFFECTIVE. The community, board, teachers and children all have places in this program, but in the school room and on the school grounds the children have a major part to play daily, in order that attitudes and habits of safety (and of mental and physical health) shall be developed.

Through the organization of the entire school program, consideration of the mental health of the children is of **paramount importance**. It will include not only a formal instructional plan; but activities and methods of instruction in all subject fields will so function as to enhance joy of achievement, emotional satisfaction, initiative, and willingness to assume responsibility. To assist in such functional plan of education, the teacher will need to evaluate the results by certain criteria:

1. Is joy in work and achievement being promoted?
2. Are children experiencing emotional satisfaction from better adjustments to their school-mates in work and play?
3. Are initiative and mental freedom being developed, which come from understanding how to attack problems?
4. Are children increasingly eager to assume responsibility with others in promoting the general good?
5. Is the school environment contributing to a feeling of "hominess" and security?

Additional sections in the booklet provide guidance in terms of management of instructional supplies, equipment, buildings and grounds.

"Superior" and "Standard" ratings which have previously been used for all elementary schools have been changed for the rating of schools having four teachers or more to "Accredited" and "Non-accredited." The rating change was recommended by members of the Montana Department of Elementary School Principals and was initiated with the use of the revised evaluation booklets in September, 1955. In some cases it was found that undue pressures were placed upon school administrators to pad figures for the purpose of securing unwarranted "Superior" school ratings. It is hoped that quality of services provided by the school will be stressed rather than a superficial symbol of rating.

School Lunch Program

Happy,
Healthy Children
are Good
Students



The School Lunch Program over the past two years has continued its steady growth exceeding, percentage wise, that of increased school enrollment. At present over 40,000 Montana school children eat a nourishing, well balanced noonday meal at their school lunch room. The remarkable acceptance of the Lunch Program by educators and the public alike assures its continued support and expansion. The Lunch Program has definitely become an important part of the school system.

It is a known fact that a hungry or under-nourished child is not only a poor learner but is more difficult to teach, requiring more time and effort on the part of the teacher. Because of the Lunch Program greater value is obtained for each educational dollar spent.

The Montana Lunch Program is not only serving a very definite need in furnishing a well balanced meal to all children at a price they can afford, but it is developing good food habits in the growing child that will benefit him through life.

The State Department of Public Instruction is charged with the responsibility of administering the Lunch Program and from state appropriated funds employs a state lunch director, a school lunch nutritionist, a claims auditor and a stenographer. Schools are offered every possible assistance in starting a lunch program and in maintaining it at maximum efficiency permitted with funds available from local sources. No school is required to establish a lunch program but all are encouraged to. The Montana Lunch Program is operating in both large and very small schools. No school is denied a program because of its small size.

The following statistical information indicates continued program growth over the 1954 fiscal year:

	1954	1956	Diff.
No. Meals Served	4,701,216	5,571,986	870,770
Lunch Payments by Child	\$855,701.04	\$ 1,050,097.21	\$194,396.17
Food Costs	\$797,715.71	\$ 1,058,693.91	\$260,978.20
Average Charge to Child, per meal.....	\$.1820	\$.1884	

During the biennium Federally appropriated school lunch funds in the amount of \$438,179.00 were disbursed to programs for meals meeting minimum nutritional standards, and in addition Federal Commodities with a total wholesale value of \$693,580.27 were distributed. These foods are used in addition to normal purchases and make possible a better, more nutritious meal.

In addition to the School Lunch Program the State Department of Public Instruction administers the Special School Milk Program. This program is designed to provide milk to school children at a greatly reduced price through federal assistance to schools. This fiscal assistance will pay approximately two-thirds the cost of the milk and the balance is usually charged to the child. During the biennium this program has increased the consumption of milk by school children by 4,962,802 half pints and is steadily growing.

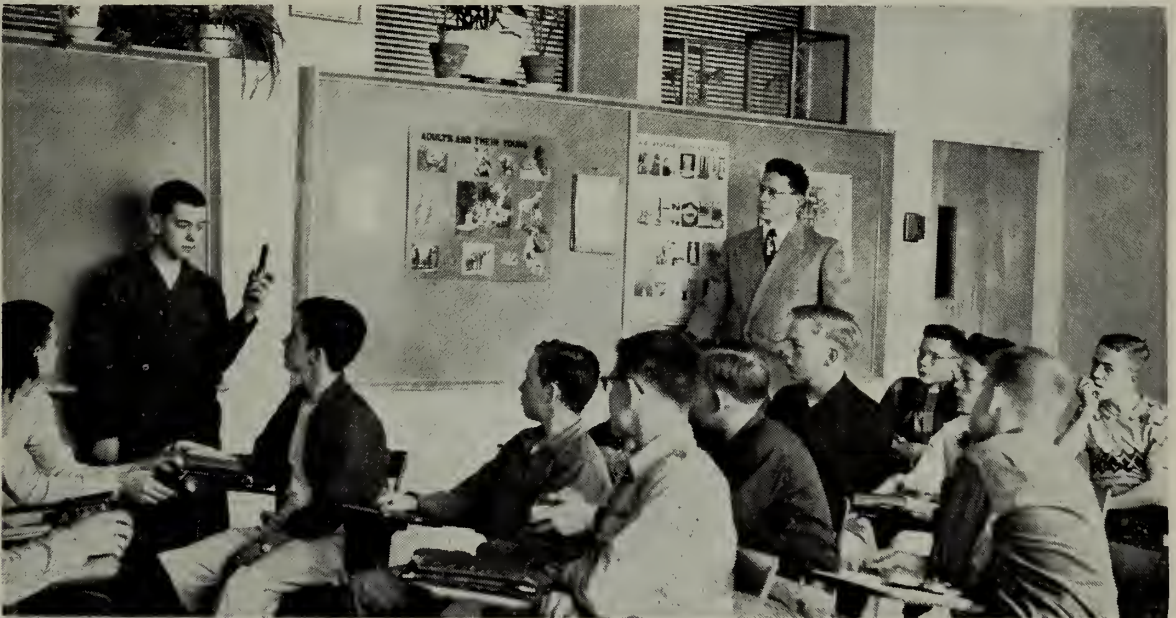
Secondary Education

Senior and Four-Year High Schools.

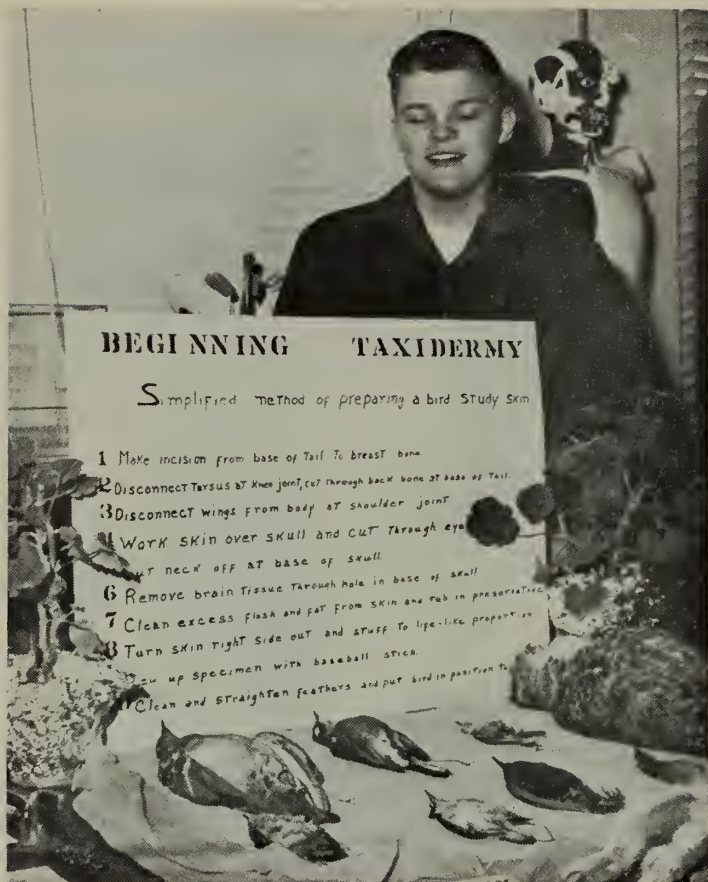
Most of Montana's high schools are composed of grades nine through twelve, and follow the conventional organization of eight years of grade school with four years of high school. This is known as the 8-4 type. Senior high schools are part of an elementary, junior, and senior high school systems, comprised of six years of elementary or grade school education, three years of junior high school, (grades seven through nine inclusive) and three years of senior high school, in grades ten through twelve.

Standards for accreditation for the two different kinds of high schools have been prepared with much study and consideration by the State Board of Education. Because of the problems which pupils will face in changing from one kind of school to another, the curricula, or subjects taught in the schools were given much attention before standards could be approved. With the new standards and policies currently in effect, there is not much difference in the quality of teaching in these two types of organizations.

Graduation requirements have been changed for high school in the past two years. Formerly, pupils were permitted to graduate from a few schools, with only a general, one-year, course in mathematics or arithmetic. This is now changed to two years of mathematics with a recommendation that the courses should be algebra and geometry. Science was formerly listed as an elective subject. Under the new standards, at least one year of laboratory science is required for graduation. This may be biology or chemistry, or physics. Two years of laboratory science are recommended. Four years of standard courses in English are required for graduation under the new requirements. Substitution of related activities in English, such as journalism, speech, or dramatics are much curtailed over previous acceptance. Much emphasis is placed on reading and study activities.



Science Room



Science Fair Project

Courses in United States History and Civics are required for graduation, as has been the practice for several years.

Size of high schools has become a problem in recent years, due to the population changes in the rural areas. The very small high schools, operating on the margin of legal minimum enrollment, have increased in number each year. High schools having an average number belonging of fewer than 25 pupils cannot be considered by the State Board of Education for accreditation unless they are isolated and the pupils are unable to go to an accredited high school within reasonable distance. A great deal of time and expense has been devoted to the problem of the substandard size high school, and supervision of the larger, more deserving units has been impaired by the insistence of certain villages in keeping their substandard secondary schools. A few are operating non-accredited high schools.

Secondary schools in Montana have increased their offerings by adding courses in home-making and vocational agriculture. Pupils are encouraged to explore many fields of learning and of occupations related to the future growth of the state. A great many high school

graduates are induced to leave the state for employment in industrial areas, and this may be counteracted, in part, by preparation for occupations within Montana. By encouraging better courses in the schools, the department of public instruction has been instrumental in preparing for an industrial future for Montana.

Junior High Schools

Standards for accreditation of junior high schools were adopted by the State Board of Education in 1955, following a five-year study of the curriculum and educational pattern of this division which was made by the Department of Public Instruction. The teachings in the junior high school are composed of many fundamentals related to the grade school, but are aimed at developing the independence of individual judgment in the pupils which is an essential part of the senior high

Current
Reading
corner





**High School
Activity**

school program. There is no definite point in the 6-3-3 organization at which the pupils make a sharp division in the patterns of teaching or learning. The junior high school is a part of the exploration of interest and aptitude by the pupils, which a good school system should have. Accredited junior high schools must have their own principals, teachers, and libraries, except in situations where extra facilities can be provided to both branches of the high school. Even then, a special principal is required. The definition of the program of studies, higher qualifications of teachers and administrators, and a wider variety of subject offerings in the junior high school are an improvement in the Montana educational picture.

Tests of General Educational Development

Certificates of high-school equivalency for non-graduates who can qualify by attaining certain grades on the five Tests of General Educational Development were authorized in 1946 by the State Board of Education. The testing program is centered in the office of the high school supervisor who must grade and evaluate all examination papers, and recommend certificates for persons who do meet the requirements. The certificates are valid for college entrance in lieu of a high school diploma in Montana. Approximately 1,200 examinations and applications are processed annually in addition to the regular duties of the supervisor. Approximately one-half of the applications result in the granting of a certificate. This service is of benefit to adult Montana citizens whose opportunities for high school education were limited or cut off by economic circumstances. Many corporations, as well as educational agencies, accept the certificates in lieu of the regular diploma.

State Approval Agency for Veteran's Training

According to the public laws which provide for educational benefits to veterans of World War II and the Korean conflict, the Department of Public Instruction maintains an Approval Agency for the purpose of examining the quality of instruction, the curriculum, and policies of private and public institutions in Montana which receive veterans for training, or educational objectives. The Department receives partial reimbursement for the time its employees devote to this duty. Part of the time of the Administrative Assistant to the State Superintendent, the Supervisor of Institutional-on-Farm Training, and the High School Supervisor, is assigned to this work. This service has been important in the support of adult and advanced education.

**Library
Education**



Special Education

With the passage of Chapter 206 of the Supplement to the School Laws of 1953 by our last legislative assembly, it is now possible for the public schools of Montana to make special provision for the education of handicapped children. This legislation, however, is not mandatory, leaving such actions entirely to the local school districts. Specifically, it sets up the legal framework by which local school districts may create special classes for either physically handicapped or educable mentally retarded children, or arrange for other types of special education programs for individual children who may be hindered in or prevented from attending school due to physical limitations.

Financial provisions of this law went into effect July 1, 1956, so we are actually in our first year of the program. During the past year our efforts have been devoted almost entirely to organization, planning, and promoting. Through a series of group meetings of representatives of many private and public agencies and interested individuals, a coordinated statewide plan of special education has been achieved, and this forms the basis of a guide to be used by the schools in establishing any type of a special education program. Enthusiastic support has been given to the establishment of such programs by the Montana State Hospital, State Training School, Board of Health, Department of Mental Hygiene, State School for Deaf and Blind, teacher training institutions, educators, and interested individuals.

Our objectives in any special education program for handicapped children are the same as those for all children: Self realization, human relationships, economic efficiency, civic and moral responsibility. To achieve these objectives, however, likely will involve methods of education which may vary considerably from those used with other children. Teachers for these programs must have specialized training in working with the handicapped, and certainly will have to employ special methods and techniques of instruction. Special equipment in such rooms will be needed, as well as an adjusted school schedule. Yet it is very important that such special programs be closely integrated with the rest of the school programs and activities. For these children, although they may be handicapped, will grow up in the same society and culture as the other children, and so must learn to prepare themselves for a useful place in it.

Handicapped children who may be receiving the benefits of a specially devised educational program must learn to accept both the privileges and responsibilities of our society,—just as will other children not so handicapped. Frequently, due to their physical or mental limitation, these children suffer from deep emotional wounds, and so it is particularly essential that they be given not only individual attention but love, hope, encouragement, self respect, and self confidence.

Basically, our ultimate goal in education for every child is to best prepare him for a useful place in society, and this involves the means and skills for earning a living. This is especially true with the handicapped child, for many fields of endeavor may be closed to him because of his physical or mental limitation. So it is most important that these children not only be provided with the usual academic skills and processes to the extent to which they are capable of assimilating them, but that they be given basic and practical instruction on the elementary and secondary

levels in some particular line of work. It is the responsibility of the schools to see that these children are given such instruction, so that they may become economically efficient citizens in later years.

Our purpose in this area of special education is to help the public schools of Montana to develop to the greatest extent possible the educational services needed by our handicapped children. We hope to achieve this through leadership in planning and organization on a state level, through the establishment and interpretation of laws and standards, through practical advice and suggestions, and by providing additional financial support for such programs. Our cooperative efforts in encouraging our handicapped children to participate in as many regular school activities as possible, and in providing for the use of special techniques, equipment, and methods should result in their ability to better fulfill the objectives of our educational system, as well as the duties and responsibilities of life.

Montana's special education law, although it differs in some respects from those in other states, is generally rated to be basically sound and wise by experts in this area, both within the state and nationally. In addition to being permissive legislation, it contains provisions for reimbursing local school districts for at least part of the total cost of any such program. It makes it possible for two or more districts to combine their efforts in the establishment of a special education room or facility. Also, it contains provisions for reimbursement from state funds for two-thirds of the total cost of any special transportation program involving handicapped children. It is anticipated, however, that our law may have to be amended in the future to include provision for special services for other types of exceptional children, such as the exceptionally bright child, or those with emotional disturbances.

Although this is the first year for state approved special education programs in our public schools, encouraging results can already be seen, as indicated below. It is expected that there will be a continued growth in the number of such programs, and in the number of handicapped children in them.

SPECIAL EDUCATION PROGRAMS

1956-1957

Type	Number of Programs	Number of Students
Special classes for mentally retarded.....	10	113
Special classes for physically handicapped.....	4	47
Other programs for physically handicapped.....	20	111
	—	—
TOTALS.....	34	271

Special rooms for the educable mentally retarded are located in Anaconda, two rooms in Butte, Great Falls, Helena, Kalispell, Libby, Whitefish, Billings, and the Lockwood School near Billings. Rooms for the physically handicapped are in Butte, Great Falls, and two in Billings. Other type programs are operating in Butte, Columbia Falls, Dillon, Dixon, Evergreen, Great Falls, Helena, Kalispell, Lewistown, Livingston, Missoula, Three Forks, Townsend, and in Carbon, Granite and Jefferson counties. These include such services as school-to-home telephone, transportation, correspondence, visiting teacher, sight-saving books, speech, and special equipment or apparatus.

Transportation



School Bus
Transportation

Montana is one of the pioneer states in school transportation. The first law in the State of Montana legalizing the expenditure of public funds for school transportation was passed in 1903. Many pioneers in our state were imbued with the philosophy of equal educational opportunities for all children. They felt that the goals of education, self realization, economic efficiency, moral and civic responsibility, and wholesome human relations formed a philosophy on which to build the future of the State of Montana. They also felt that there should be no discrimination in educational opportunity against children, because they lived in rural areas. They decided to make equal educational facilities available to both rural children and urban children.

Our educational pioneers saw fit to provide three transportation programs to fit the needs of the three rural conditions in Montana. The individual transportation program provides for the payment of public funds to families who live in sparsely settled areas. The isolated transportation program provides for increased payment to families who live in sparsely settled and isolated areas, such as mountainous areas. The school bus program is provided for the more densely populated areas. The State of Montana reimburses the school districts for one-third of a schedule set up by law for each type of transportation. The total of 35,482 pupils came under this program last year, which means that 30 percent of the school population received benefits of the transportation program.

Montana is unusually proud of the safety record of its school bus operation. Montana ranks first among the ten western states and third in the nation for its school bus safety program. The cost of the school transportation program is three million dollars per year, which brings the pupil cost to slightly above the national average. There is a need for a revision of the school bus transportation reimbursement schedules to keep pace with rising costs. These schedules have not been revised during the past eight years for school buses and the past fifteen years for individual transportation. There have been rising costs in our economic structure during this period of time and in fairness to the rural people these transportation schedules should be revised.



Vocational Education

State and National
Leaders of FFA.

Present Status of Reimbursed All-Day and Out-of-School (Adult) Vocational Education Programs in the High Schools of Montana.

Approximately 28,000 students are enrolled in about 170 four-year and senior high schools in Montana.

About 7,180 of the 28,000 students are enrolled in the four reimbursed vocational education services—agriculture, home economics, distributive education and trade and industry.

Eighty-seven different high schools in Montana have one or more of the vocational education services for high school students. About 83 high schools have no reimbursed vocational educational programs. Bozeman, Glasgow, Kalispell and Miles City have all four services. Billings, Helena and Missoula have three services.

About 1,487* students are enrolled in 81 non-reimbursed high school home economic programs.

*While the enrollment is not large in many non-reimbursed departments, this figure seems too small, but it was the best figure available.

Vo.-Ag. Students
Grading Livestock
Carcasses.



Wool Grading
By Future Farmers.



1955-56 Data Concerning Each Service

All-Day Reimbursed Programs

	Number Depts.	Total Enrollment	Potential Expansion Within Ten Yrs.	Increase In Depts.
Vocational Agriculture.....	65	2,519	up to 90 H. S.	25
Distributive Education.....	12	434	up to 35 H. S.	23
Home Economics.....	65	3,706	up to 100 H. S.	35
Trade and Industrial Education.....	16	521	up to 35 H. S.	19
Totals	158	7,180	260	102

Vocational Education for Adults

Twenty-nine different high schools have a total enrollment of 1,582 out-of-school or adult students.



Committee Work
By Young
Farmer Class.



Opportunities for
Leadership Training
in FFA.

Vocational Education Adults by Service

	No. of Schools	Enrollment
Vocational Agriculture	23	685
Distributive Education	1	31
Home Economics	4	334
Trade and Industry	5	532
	—	—
	33	1,582

Future Farmer
Gets a Start In
Livestock Production.



Agricultural Education

"A responsible citizen and a successful farmer" is the first premise of the Vocational Agricultural education program conducted in 65 of Montana's high schools. To meet this premise the activities of the State Department of Vocational Agricultural Education, the teacher trainers in this field at Montana State College, and the teachers of vocational agriculture in the local schools devote their full time and efforts.

The development of a boy interested in farming or ranching into an individual who fits into today's agriculture is a process carried out during his entire four years of high school. Admittedly, every young man who takes high school vocational agriculture will not go back to the farm. Many will, and despite the present decline nationally in our farm population the expanding economy of the nation will call for farmers better equipped to withstand the competition that lies ahead. For those young men with agricultural background who do not enter farming, broad vistas of opportunity lie ahead in advanced agricultural training and in the numerous fields closely related to agriculture.

These 14 to 18 year old boys are taught an appreciation of the proper attitudes that will aid them in becoming straight thinking, honest, competent and expressive rural leaders, citizens, and efficient producers of farm commodities. They are encouraged to increase production goals of food, fibre and feed and they are taught those skills and abilities that will help them meet the goals they establish. Training does not cease when the vocational agriculture student receives his high school diploma. Assistance is given him as a young farmer or an adult farmer to the end that he is established in his occupation and ready to reap the reward of an enriched living on the farm.

Through a program of agricultural instruction based upon the need, desire and expressed interest of the student a determined effort is made to fit him for his stated objective. Supplementing course study in vocational agriculture is the student's active participation in the national organization of Future Farmers of America and his work in a farm experience program where he is encouraged to carry on actual farming activities with productive farm enterprises. His participation in class, F.F.A., and on-farm activities usually increase in scope and degree of responsibility as he advances through high school. His abilities are encouraged through instructors who counsel and guide and are ready at all times to lend assistance with the student's problems. The student learns to recognize his limitations as well as his strengths and adapts himself to his particular mould. By graduation time he is expected to be at the stage in his development where he can see himself as a young man properly trained and equipped to enter as a member of a productive society in his vocation of farming.



Distributive Education Service

The selection of students for the distributive education program is based on interest, need, ability, and—most of all—on the student's stated career objective. His work in class and on the job helps the student to determine more definitely just what his objective is and how his own peculiar abilities and qualifications can help him reach that objective. Through individual instruction of a project nature, the student is encouraged to develop his abilities, with his teacher-coordinator constantly available for suggestions and assistance.

The distributive education student is encouraged in developing wholesome human relations in his related training class, in his vocational instruction on the job, and in his youth group (DECA) activities. The usually informal class, which typically emphasizes the committee method of teaching, sets the stage for his further development. Each distributive education student has a sponsor at his training station who is charged with the responsibility of giving the trainee experience in customer contact and working with fellow employees. But it is DECA which provides the student



Office Practice Class

with the greatest opportunity to engage in wholesome social activities. His local chapter, with its dances, picnics, group projects, club meetings—even a State Convention, gives the students a taste for the richness of wholesome relations which he can carry on into his adult life.

Distributive education, a vocational training program for young people planning careers in the distributive occupations, contributes to the economic efficiency of its students with what the U. S. Office of Education has termed, "the most practical curriculum innovation in twenty-five years." Out of the cooperative concept has come the procedure of giving D. E. students specific vocational training in a work station of their choice and related instruction in the high school class room. The theory of the class room is applied to practical situations in the work station; problems encountered on the job are brought back to the class room for evaluation, discussion, and tentative solution. By working together, the school and the business community provide a practical plan for increasing the vocational ability of about five hundred of Montana's young people.

Individualized instruction is made possible by the existence of files of materials concerning each type of business training provided in the program.

Civic and moral responsibility are developed in the distributive education student primarily through his out-of-the-classroom activities. The students participate as a group with some civic or business association in developing a worthwhile community project. Such activities may include the granting of awards to civic leaders for outstanding service to the community, bringing into the community worthwhile drama and music groups, assisting a local organization raise money for some community development, participating in "Keep Our City Clean" drives, and others.

The teacher-coordinator of distributive education often inveigles an invitation for his students to sit in at meetings of the Chamber of Commerce, the Clerks' Union and other organizations which serves greatly to increase his students' awareness of civic responsibility.



Homemaking Education



Teachers take part in conferences in Home Economics Education as part of an in-service training program.

CONTRIBUTIONS OF HOMEMAKING EDUCATION TO WHOLESOME HUMAN RELATIONS:

Homemaking education in Montana is designed to help girls and boys gain some homemaking skills and an understanding of human relationships which will help them to achieve more satisfying home living in their families today and later as they marry. Basic to the teaching of homemaking in schools is the belief that education can help pupils learn better ways of meeting the situations in which they find themselves. Homemaking education helps young people recognize and place value upon aspects of home and family living which endure in spite of our rapid social changes.

There has been wider recognition that men and women are partners in homemaking and both need assistance with preparation for home and family life. Homemaking courses in which boys as well as girls are enrolled include the:

Students in Homemaking classes learn proper use of equipment in preparing and serving meals.





Experiences with pre-school children help homemaking students learn more about children.

Selection and purchase of goods and services for the home, consumer responsibility.

Maintenance of satisfactory personal and family relationships.

Selection, purchase, preparation, serving, conservation, storage of food for the family.

Selection, purchase, care, renovation and construction of clothing.

Care and guidance of children.

Selection and care of the house and of its furnishings, choosing, using and caring for home equipment.

Maintenance of health and home safety, home care of the sick and first aid.

Management of the home, the conservation and wise use of energy, time and money by family members.

Selection and provision of educational and recreational experiences by the family.

The Supermarket becomes the classroom for these students as they study problems of the consumer.



Homemaking teachers in Montana realize that home visits, community contacts plus conferences between individual pupils, their parents, administrators and others, help to keep the homemaking program firmly based upon the realities of home and family life as they exist for pupils in the particular local community.

The high-school pupil's ability to apply, in real life situations, what is learned in homemaking class is the best evidence of the effectiveness of a homemaking education program. Homemaking teachers realize that many things can be much more meaningful when learned in a home environment rather than at school. Home experiences are a characteristic part of successful homemaking education. Although many homemaking procedures can be taught effectively in the classroom, skills learned at school need to be experienced in the home setting or new learnings may never be applied in a non-school situation. Moreover, family members may learn from youth who are working on problems at home.



CONTRIBUTIONS OF HOMEMAKING EDUCATION TO ECONOMIC EFFICIENCY:

Purchasing food, clothing, household furnishings, and other goods and services is an important part of the homemaker's job, and a part with which she often has little experience before doing it in her own home. "Consumer buying" in the homemaking curriculum emphasizes a critical analysis of one's own values and goals in order to decide how he wants to use his money and other resources. It aims to develop an understanding of laws, policies, and other factors which affect the quality and cost of goods and services and the way they are marketed. It also stresses ways to recognize quality in relation to one's needs and wants also the study of methods of paying for purchases, the use of reliable sources of help and information for the buyer, and consideration of ethical buying procedures. Pupils get practical experiences in consumer buying through the selection and purchase of equipment, furnishings and food and other supplies for the homemaking department. They may also take responsibility for selecting and purchasing materials used in the study of clothing, child care and guidance, and housing.

The study of foods includes nutrition, meal planning, marketing, food preparation, serving, table manners, food preservation and storage, gardening, feeding the sick, food for large groups and special occasions, and human relationships as they are part of situations involving food. The students plan menus, make out market orders, plan for purchasing the food and may also do marketing. Attention is given to costs and meals are often planned with a cost limitation. In their foods classes pupils become more aware of the relationship between food and satisfying family life. Achieving and maintaining good health is the basic problem considered. The pupil is helped to evaluate his own health and is guided in ways of improving health habits. The relation of good health to family living and family relationships is emphasized. Management is a term used to cover the areas of homemaking concerned with using financial and material resources and the time, effort and talent of family members to get the most from family life. Studying management is a part of every aspect of homemaking. Making the best use of resources is included in the study of foods, clothing, child development, home furnishings and equipment and all other aspects of homemaking. Learning to weigh the various factors affecting the expenditure of money, time and effort in terms of the welfare and satisfactions of family members is an important part of all study of home management. Factors such as family income, size of the family and the ages of family members, activities and interests of family members, neighborhood, and renting vs. ownership are considered as part of planning the home. Today there is a wide choice of new and used household furnishings and labor-saving appliances available, often at prices beyond the reach of beginning homemakers. Careful consideration of purchases are an important part of homemaking education.

HOMEMAKING EDUCATION CONTRIBUTIONS TO CIVIC AND MORAL RESPONSIBILITY:

It has now become accepted that part of the preparation for homemaking today is learning the roles homemakers assume as they work together in groups to improve living for all families as well as their own. Family life is closely interrelated with the schools, recreation facilities, and organizations in the community. The homemaker needs to be informed about local, state and national government activities and to know how to work with others on common problems, both in the local community and on a larger scale.

Teachers in homemaking education emphasize citizenship responsibilities which are directly related to homemaking and family living. Class activities of homemaking pupils help them to develop ability to work and plan in groups. More experiences in group work are provided informally through the activities of the Future Homemakers of America. Working in groups on chapter projects and social activities, and participating in local, district, state and national meetings give FHA members experience in cooperating with others who are interested in building happier homes and making their communities better places for families to live. As an organization primarily concerned with the welfare of families, the Future Homemaker Chapter participates in community projects that involve many organizations and include all age groups.

Montana Future Homemakers of America chapters have been active in their communities in studying needs and working with local organizations and agencies toward the solution of problems related to home and family living. Members have represented their age group on community projects which include both youth and adults. They have assisted with drives for funds, clothing, toys, etc., sponsored by charitable organizations which serve families. They have cooperated actively in community "Clean-up" campaigns and helped families improve yards, eliminate safety hazards around the home, and plant flowers and shrubbery. Believing that more knowledge about each other's home life and family activities on the part of young people all over the world will help build real understanding and good will among nations, Future Homemakers of America have emphasized international projects in their annual programs of work.



CONTRIBUTION OF HOMEMAKING EDUCATION TO SELF-REALIZATION:

In homemaking education the teacher is aware that the student brings his world with him into the classroom. Students frequently reflect the impact of such forces as war, international tension, inflation, politics, labor-management disputes and social class conflicts. The complexity of living demands that homemaking education assist students in a general knowledge of principles of human development, ways of learning and evaluating their own needs and accomplishments. In homemaking education evaluation cannot be concerned with finding "fixed" answers but is rather the gaining of information which will be helpful in the growth of students. One of the important purposes of home economics is to help individuals to determine the values which are most important in personal, family, and community living. The ability to do critical thinking is one fundamental in the development of homemaking students. The homemaking teacher is constantly challenged to arouse and stimulate intellectual curiosity which then can be channeled into productive activity.



Trade and Industrial Education

Industrial Arts Shop

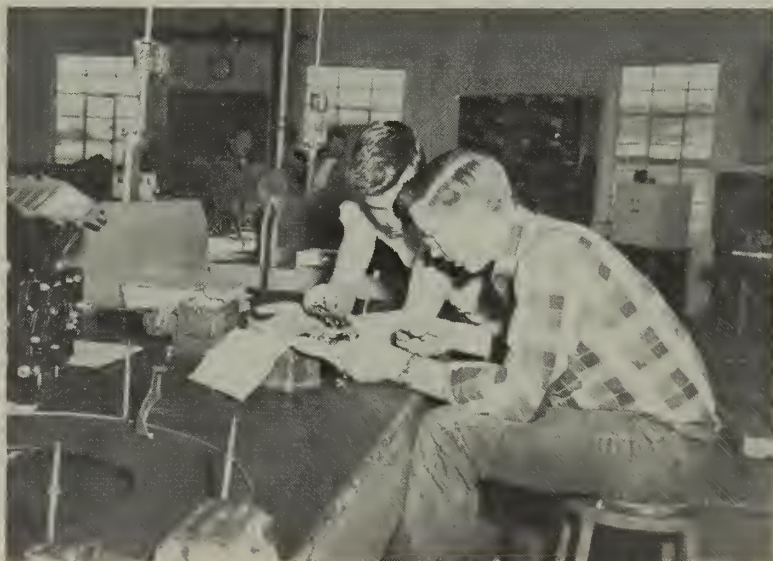
Trade and Industrial Education through directed experiences in shop and classroom encourages the individual to develop an inquiring mind. It stimulates the individual to develop his ability to read, write and calculate. It stresses the importance of health, recreation, character and other traits leading to self realization.

Trade and Industrial Education through its team relationships practiced in the shops, classrooms and other activities develops cooperation, friendships, courtesv, and understandings needed in the development of wholesome human relationships.

Trade and Industrial Education through its productive work experience in shops and on the job and in the classroom teaches the individual how to work and thus prepares him for entrance into an occupation of his own choosing. This produces an increased occupational efficiency, adjustment and appreciation of work. It gives the individual a foundation for the full development of economic efficiency.

Trade and Industrial Education through cooperative efforts in shop, classroom, and through cooperation with labor and management groups gives the individual an understanding of the importance of social activities. It develops critical judgments, tolerance, conservation, citizenship and a devotion to democratic principles, all of which are essential in the civic responsibility of an individual.

Industrial Education



Guidance

Science Study



Most Montana schools begin standardized testing programs in reading in the first grade, and continue achievement tests every year through the eighth grade. Sufficient tests are given in high school to measure achievement. These tests enable the teachers to evaluate how well the material has been learned when compared to the rest of the nation. They can, therefore, stress the weak points in their teaching. As a diagnostic tool for the individual, such testing identifies particular weaknesses in the fundamental processes. The school is thus able to reteach in those areas of weakness as well as take advantage of areas of strength.



Modern Library Facilities

Students are made aware of these strengths and weaknesses of theirs through interviews and group discussions. Parents are usually brought into parent-teacher conferences where the objective data are presented and understood. This realization of strengths in capacity and achievement enable the student to become better aware of courses in school which will capitalize on his abilities, and later on, of vocations that require his type of asset. Similarly, weaknesses are brought into focus, which allow the student to wisely select remedial work, wisely avoid future actions which are liable to result in disappointments, and eliminate much trial and error in course and vocation choice.

Most schools keep such test results in a cumulative record. This record has all the information it can get on each student over as long a period of time as possible. These data are also presented to the individuals in counseling sessions in junior and senior high school. An understanding of his past actions, past interests, previous difficulties and achievements are thoroughly taught to each student through the organized guidance and counseling program. Through the objective data of interest inventories, personality tests, achievement tests, and aptitude tests, the student is made aware of his real self in comparison to others of his age and sex.

Leisure time activities are a part of good home room and group guidance situations. Besides actually arranging and planning for specific activities, and then doing them, discussions are brought out on such topics as "Enjoying Leisure Time," "Keeping Up With the News," "Movies and Radio," "Comic Books," "Why Hobbies," "Home Responsibilities," "Summer Plans," "School Spirit," "Relaxation," "Creative Activities," etc.

One of the primary requisites for human relationships is a personal well-being and adjustment. Counseling programs in high schools and junior high school, mental health activities in all the grades, and group discussions and understandings help lead each youngster to a better understanding of himself, and appreciation for his own abilities, and assurance that he is worthwhile in the eyes of others, and a feeling of belonging to an important group.

Many schools have regular discussion periods in homerooms, social studies classes or English classes on such topics as "You and Your Problems," "Your Problems: How to Handle Them," "How to Solve Your Problems," "Understanding Yourself," "Your Heredity," "Discovering Your Real Interests," "Personality Plus," "My Emotions," "How Does Society Change or Shape My Actions?" "Facing Disappointment," "Taking Success," "Taking Criticism," etc. By openly discussing such areas of interest, with peer groups rather than authoritarianism of adults, then studying and reading to find out more, personal growth is allowed to nurture and come along in rich soil of experience and understanding.

Though the first concern is personal wholesomeness, the very next is relation of the student to his peers and his family. School group guidance programs study and discuss such topics as "Getting Along With others," "Growing Up Socially," "Where Are Your Manners?", "Dating Days," "Looking Ahead to Marriage," "Understanding Sex," "Getting Along in School," "Clicking With the Crowd," "The Other Fellow," "Democracy—A Privilege," "What Is My Place in the Group?", "Helping Others Make Friends," etc. Such discussions and study, coupled with interviews with sympathetic adults, helps the individual to see his responsibility, his pleasure, and various methods in group and social action.

Wholesome human relations with the family are in strained and shaky ground during the teens and adolescent period. The school, aware of its role in this regard, often supplies a thorough program of understanding in this age group. Group guidance classes study and discuss "Life With Brothers and Sisters," "Getting Along With Parents," "How to Live With Parents," "Family Life," "Freedom and Responsibility," "Where Do I Get My Ideals, My Prejudices, etc.?", etc. Counselors supply a trained school source for students and parents to face and meet difficult home situations. Home visitations are often made in cases where the school is thoroughly investigating both good and bad conduct on the part of its students.

Some insight into marriage and family responsibilities are obtained in those schools with group guidance classes. Here are studied such topics as "Dating Can Be Fun," "Going Steady," "Choosing a Marriage Partner," "What Makes Marriage Successful?", "Forming a Family of My Own," etc. Wholesome human relations are vitally important between marriage partners, and affect the ability of the youngster in that home in future human relations. Such pre-marriage education goes far in helping present and future generations develop this whole area of family, community, national and international relationships that are wholesome and worthwhile.

Democracy Needs People to Know How to Solve Problems.

The counseling interview, in which all junior and senior high school students are involved many times, is really a method of solving problems. By solving such real problems as "what course to take next year," "what school to attend after graduation," "what occupation to train for," "whether to drop that class or stick it out," and many other day-to-day problems, youngsters are taught to solve questions and issues through rational, practical and far-reaching means. They learn to consider why their emotions tell them one solution. They learn to explore all the evidence at hand, and then to dig up more. They learn to take a long time in thinking things through, and though emotion plays a role in the decision, such emotion is understood as well as greatly affected by external and objective factors.

Philosophy of Life Affects Civic and Moral Responsibility.

All through group guidance courses, orientation courses, and counseling interviews, the questions of why do you want to do this, what is your ultimate objective as well as primary objective, and what do you think this will mean in your overall planning are raised and answered by students. Most students evolve at least a verbalization of feelings toward what life should mean for them, what they should get out of it, contribute to it, and what is worth fighting and struggling for.

As a very specific example of the above, the guidance program involving military objectives of youth is a good example. It is not enough to merely acquaint the boys and girls with their military obligations. The responsibility, desire, and opportunity must be presented as part of the background. Our guidance programs spend much time in personal and group work to supply this background philosophy to military responsibility. The fact that military guidance has become an accepted part of the school program brings focus on the fact that it is a part and responsibility of every American citizen. Rather than finding ways to get out of service, alleviate the undesirable possibilities, or get away with the least amount, the guidance program shows the youth how such programs can best fit into their particular planning for adult life. Such alternatives of service as are now provided are different ways and opportunities of fitting an obligation into the particular life of many individuals.

The vocational guidance movement, now a part of all our schools, is predominantly a method of helping students adjust most efficiently to adult vocational life. What should I do for a living? How do I get training or schooling for that job? What would I enjoy doing the rest of my life? What work would I soon dislike? Vocational guidance attempts to help students answer these and other questions. Every Montana student has a thorough file, called a cumulative record, which shows where his strengths and weaknesses are, as well as many more facts and opinions as to his personality, likes and dislikes, responsibility, etc. These patterns can often predict activities that are more likely to produce failure or success than just a hit and miss selection.

The vocational guidance library has books, pamphlets, films, slide strips, and advertisements on hundreds and thousands of different jobs. The guidance service arranges career days, visitations, speakers, field trips and follow-up programs to acquaint the students with as many facets of vocational life as is possible. This occurs not only to help the youngster decide his future, but to give him a healthy respect for work in general, and workers in particular.

Counseling and guidance services help the youth, through many years time, evaluate these things he knows about himself and about the world of work, to consider his ambitions, financial condition, other responsibility, social status, possible migration, and other influencing conditions. Such consideration affects the course he selects when he enters high school, affects the time he chooses to enter the military, affects whether he goes to post high school training or to work, and thus comes into focus at the particular time when those decisions are to be made.

Efficiency results if less trial and error are the result; if less things are begun and then stopped through failure or lack of interest; if less drop-outs or changes in planning occur.

Correspondence School

Purpose

The State Correspondence School was established by legislative act in 1939 as one of the means by which the State Department of Public Instruction equalizes educational opportunities in Montana. A complete curriculum of courses in elementary and secondary education is offered.

The school provides studies by correspondence for:

1. Isolated students, prevented by distance from attending school.
2. Physically disabled students unable to attend school.
3. Regular high school students who may want or need a subject they cannot take otherwise.
4. Pupils who have left school before completion and who feel the need to continue their education.
5. Non-citizens who wish to study for naturalization.

Enrollment for the two years of the 1954-56 biennium follows:

	1954-55	1955-56
High school students	595	656
Elementary students	113	109
Candidates for citizenship.....	51	38
	<hr/>	<hr/>
	759	803
High school courses.....	1,040	1,055
Elementary courses	1,240	1,200

Eligible Enrollees—Elementary and High School

Montana includes vast sparsely settled rural areas. For many families the distance to the nearest school may vary from twenty-five to a hundred miles. Supervised correspondence offers the only means of continued schooling for many of these families. In the past year, for example, a third grade child living 43 miles from the nearest open school was enrolled for a year of correspondence study. With no break in his family life or parental care, he is now ready to take his place in fourth grade among his age group, if arrangements can be made for him to attend school.

The following letter is from a parent in a bridge construction camp on the Missouri River:

"Enclosed you will find application forms for my two children in second and fourth grades. I contacted our county superintendent in an effort to solve our school situation here, and home correspondence courses seem to be our best solution to the problem.

"The closest school open at the present time is at Roy, which is thirty-five miles away, over roads that become impassable with much snow and in the spring when it's muddy. Our only other alternative would be to board the children out in Roy, but I just don't like to send youngsters of that age away from home to live among strangers. I think they need to be here at home with us, their parents. Even if we didn't care about that, the cost of boarding them out would be prohibitive.

"Both youngsters are outgoing, friendly children, so I don't believe they'll suffer from the lack of social contact that they would get in another school. There are a large number of children here in the project so they will have other children to play with, although they are nearly all pre-school age."

Subjects for the first eight grades as well as for four years of high school are offered by correspondence study. In nearly all of our forty-eight states, educational need is being met by similar supervised correspondence study.

Pupils classed as physically disabled include those who have had or have crippling diseases, such as rheumatic fever or epilepsy; others who have certain types of chronic difficulties necessitating taking medicine frequently during each day; and still others who have suffered temporary or permanent disability through serious accidents.

One superintendent prevented interruption of the school career of a hospitalized student through this letter:

"This student has curvature of the spine. Her condition is becoming worse and she will undergo surgery soon. She will be in a cast for about three months. Her doctor has suggested that she do her school work, as she will be physically able to continue her studies. She is a conscientious student, and we are glad to recommend her for correspondence work."

The small high school, often limited in its curriculum, may meet individual pupil needs by supplementing its course of study with the service offered by the State Correspondence School. The five departments most widely used are English, Social Science, Mathematics, Commercial Arts, and Science. In addition, a wide choice of courses is available in the following departments: Agriculture, Art, Home Economics, Industrial Arts, and Foreign Languages.

The use of correspondence study is probably the most feasible and economical way to meet the problem outlined in the following letter:

"As we do not have a teacher with sufficient qualifications to teach second year Latin in our high school, and also have only four students wishing to take it, please enroll the following students in Illx Second Year Latin by correspondence. Their work will be supervised by one of our instructors."

Too often pupils choose to leave school for no apparent good reason, later to discover their need of further education. Pupils of the upper grade school levels, as well as high school students, who recognize their mistake, naturally turn to the State Correspondence School to complete their requirements for graduation. Also, an increasing number of young girls, who have left high school to be married, are seeking a means of continuing the required courses in order to gain their diplomas.

The 1955-56 high school enrollment included the following groups:

Veterans	4	Handicapped	27
Enrichment (attending high school)....	467	Married	85
Isolated	20	Other, or not reported	53
Total			656

During the same year, about one-eighth of the grade school pupils were physically handicapped, the others living too far from a school for daily attendance.

Course Writing.

A special problem inherent in correspondence study is keeping courses up-to-date and based on current books. To do so requires considerable course writing and revision. During the past two years, the teaching staff has written altogether new courses in reading, and has rewritten several courses in health, arithmetic, and spelling. A sewing and handicraft project is under way at present, as is an informal course in art appreciation and study of pictures for the grade school.

Citizenship Class.

In addition to elementary and high school correspondence instruction, the Montana Department of Public Instruction offers instruction in citizenship by correspondence. The courses are intended for foreign-born persons who cannot attend regular citizenship classes but wish to prepare for naturalization by studying about American history and government.

In 1943, the year in which the Immigration and Naturalization Service and the Department of Public Instruction first jointly offered instruction for candidates for citizenship, 11 aliens were enrolled. That number increased steadily to a maximum of 93 in 1952-53. Since then the number has gradually decreased, until in 1955-56 there were 38 in the class.

This record of growth and decline is an index of the number of immigrants who have been coming to the United States during this 12-year period. Following World War II a large number of displaced persons and young brides of American soldiers came to the United States. This number has naturally fallen off in recent years as world conditions changed. The trend is reflected in the number enrolled in the citizenship classes.

Statistical and Financial Data

Montana the past seven years has been financing the operation of its schools under the minimum foundation program law, sometimes called the state public school equalization law. In 1949 the Montana Legislative Assembly enacted legislation which provided for equalization by the county and state on a minimum foundation program for each school district according to its needs. It provided for a county equalization fund to equalize basic needs among districts in the county, and for a state equalization fund to equalize basic needs among rich and poor counties. According to this program, the State equalizes foundation programs after minimum tax levies by the district and county have been set. Support for the foundation program for 1955-56 was as follows:

	ELEMENTARY	HIGH SCHOOL
TOTAL ANB.....	86,027	28,616
Foundation Programs.....	\$19,286,509	\$ 8,369,652
Revenue Raised Locally, 5-mills, rentals, etc.....	2,812,256	7,210
County Revenue From 10-mill levy.....	5,440,833	5,740,709
(Less 1/3 Transportation Schedule)		
Interest and Income Fund (State Lands)		
@ \$31.00 per census child.....	4,936,530	.....
State Equalization.....	4,121,397	2,146,680
Local Revenue For Fdtn. Pgm. Def.		
(State Cannot Reimburse more than 50%).....	1,975,493	475,053
Above Fdtn. Program Without Vote (Dist.).....	5,064,476	2,133,158
Above Fdtn. Program With Vote (Dist.).....	1,655,231	1,216,154
Cash Used For Two Above Items.....	(1,483,601)	(258,913)
Total General Fund Budgets.....	\$26,006,216	\$11,718,964
Reserve	6,814,008	2,456,400

Public School Financing

There seems to be a considerable division of opinion among people of Montana in regard to the methods which should be used in raising sufficient funds for the operation of our public schools. Most people, however, are in almost universal agreement in wanting the best schools their tax monies can provide. This opinion seems to be borne out by the high percentage of people of local school districts who year after year vote special levies to provide for and maintain a sound educational program for their children. They seem only to disagree on the method of financing—as to whether the local school district should share the greatest percentage of the cost, or whether the state and federal governments should provide a greater percentage of the cost of maintaining and operating their schools.

For the fiscal year 1955-56, the federal government contributed 4.06%, the state 20.36% and the local school districts 75.58% of the cost of running our public schools. This represents a decrease of 2.94% in state aid and an increase of 0.56% in Federal aid and an increase of 2.38% in costs borne by the local school districts over the fiscal year 1953-54.

This past year many people in the state believe that the state should double their aid, i.e., to increase it to the 40% mark. Some are of the opinion that 50% of the costs should be borne by the state.

During the October 1955 session of the Montana "White House" Conference on Education, it is interesting to note that in the group studying Problem IV, "How Can We Finance Our Education Program", two tables recommended an increase of the state's share of the Foundation Program from the present 30% to 40%.

Two tables "further recommended the removal of the 50% limitation on the state's share of the Foundation Program."

Three tables "recommended that the state equalize to 50% over and above the Interest and Income Fund."

**Sources of School Revenue, 1955-56
(Excluding Balances)**

FEDERAL — 4.06%

STATE — 20.36%

LOCAL — 75.58%

Foundation Programs

Since the beginning of the state equalization program, Montana did not provide sufficient revenue in the State Equalization Fund to equalize all foundation programs up to 100% for four years of the eight years of its operation. During the first two years, 1949-50 and 1950-51, the state could only equalize up to 90% of all foundation programs. The next four years the state was able to equalize to the full 100%. In 1955-56 equalization was made up to 95%. For the current year, 1956-57, it appears that the state will only be able to equalize up to 91% of all foundation programs from the state revenue anticipated in the equalization fund. This deficiency in the state revenue is due largely to the legislative appropriation being insufficient to cover the tremendous increase in the foundation program needs due to increasing school enrollments.

The thirty-first Legislative Assembly in 1949, in setting up the minimum foundation program, agreed that the state would equalize all foundation programs on the basis of ANB. Average number belonging (ANB) is determined by dividing the sum of the aggregate days attendance and the aggregate days absence by the number of days taught. The Legislature indicated that the number of days taught should be at least 180 days. School districts therefore, in order to be eligible for state public school equalization funds, must hold school for at least 180 days.

The foundation programs and the amount of state equalization on the same, for its years of operation, are as follows:

School Year	Foundation Program	From State for Foundation Program	
		Equalization	Interest & Income
1949-50	\$20,540,962	\$5,382,031	\$ 1,470,361
1950-51	21,232,759	5,545,369	1,956,720
1951-52	21,394,304	5,402,906	2,766,456
1952-53	21,623,797	3,548,452	4,952,376
			(8,291,403.18)*
1953-54	24,268,277	6,085,930	3,960,386
			(4,379,124.34)*
1954-55	25,386,582	6,781,587	3,520,890
			(4,237,518.80)*
1955-56	27,656,161	6,303,490	5,245,293
			(4,387,548.00)*
1956-57 (Est.)	28,750,000	6,759,000	4,246,679**

* Amount actually distributed. Other figure was estimated for that period at budget making time.

** This figure may be changed when a firm figure for total I & I funds becomes available.

School Costs

Like most everything else school costs have been rising from year to year. Most of this increase in costs is due to increases in teachers' salaries, increased enrollments, expanded curriculum, capital outlay and debt service.

Teachers' salaries in Montana still lag behind those received by other professional people. This is one factor which causes such a high percentage of our graduates from teacher training institutions of our state to accept positions in other states.

The birth rate in Montana jumped from 10,601 in 1945 to 12,858 in 1946, 15,086 in 1947 and 17,461 in 1955. Thus the need for additional classroom space has greatly increased. This greatly increased the need for school buildings coupled with the fact that school construction in Montana during the depression and war years had practically ceased, has caused a great demand for a tremendous building program since the 1945-46 school year. In that year \$404,474 was spent for capital outlay and \$917,762 for debt service. This compares with \$10,408,021 spent for capital outlay in 1955-56 and \$6,697,694 for debt service. At the same time in the 1945-46 school year there was \$4,472,965 outstanding in school bonds as compared with \$38,793,183 in 1955-56. With an increasing birthrate in Montana ever since 1946, it is quite apparent that there will remain a continuing need for an ever-increasing school building program for many years to come.

A third factor influencing school costs is evidenced by the enrollment figures which have jumped from 67,565 in the elementary schools in 1945-46 to 94,169 in 1955-56 and from 25,362 in the high schools to 31,531 in 1955-56. The above figures do not include kindergarten or post-graduate pupils.

Local demands for ever-broadening curriculums rather than just a college entrance type of school program has likewise added to the costs of operating our schools. Modern curriculums now include such fields of learning as vocational agriculture, home-making, guidance, music, distributive education, driver training, physical education, special education for the handicapped, etc. There has also been a considerable increase in the number of schools providing lunch programs.

Foundation Program, Permissive and Voted Levies.

The inadequacy of the present foundation program schedule in meeting the educational costs of most school districts in the state is vividly illustrated by the number of school districts who were forced to vote additional levies. The following tables indicate the number of schools in each category, the number taking the full permissive levies and the number voting additional levies. One can easily ascertain from these tables just where adjustments in the foundation program schedule are needed.

TABLE 1
GENERAL FUND BUDGET ACCORDING TO NUMBER OF FOUNDATION PROGRAMS,
PERMISSIVE LEVIES AND VOTED LEVIES, 1955-56

Elementary				
ANB	Number Schools	Full 30%	Not Full 30%	Number Voting
1-8	460	268	192	137
9-17	310	220	90	137
18-30	117	78	39	40
31-100	167	109	58	68
101-300	85	55	30	33
Over 300	54	32	22	18
Totals	1,193	762	431	433

TABLE 2
GENERAL FUND IN DOLLARS, 1955-56

Elementary				
ANB	Foundation Program	Permissive Levy	Voted Levy	Cap. Outlay in Gen. Fund
1-8	\$ 1,319,498	\$ 322,807	\$ 117,905	\$ 77,831
9-17	1,000,975	276,194	160,015	92,180
18-30	738,779	187,976	87,300	65,620
31-100	2,437,223	620,572	288,596	192,157
101-300	3,426,586	881,565	259,103	235,409
Over 300	10,363,448	2,775,362	742,312	662,473
Totals	\$19,286,509	\$ 5,064,476	\$ 1,655,231	\$ 1,325,670

TABLE 3
GENERAL FUND BUDGET ACCORDING TO NUMBER OF FOUNDATION PROGRAMS,
PERMISSIVE LEVIES AND VOTED LEVIES, 1955-56

High School				
ANB	Number Schools	Full 30%	Not Full 30%	Number Voting
1-60	75	65	10	46
61-100	35	31	4	12
101-200	35	32	3	12
201-300	13	13	0	5
301-650	12	12	0	7
Over 650	8	7	1	2
Totals	178	160	18	84
(1-40)	45	39	6	38
(41-60)	30	26	4	8

TABLE 4
GENERAL FUND IN DOLLARS, 1955-56

High School				
ANB	Foundation Program	Permissive Levy	Voted Levy	Cap. Outlay in General Fund
1-60	\$ 1,184,309	\$ 331,390	\$ 372,276	\$ 89,232
61-100	1,040,944	298,729	120,215	60,306
101-200	1,538,651	375,854	157,537	97,252
201-300	882,291	220,567	76,146	49,884
301-650	1,192,741	297,891	239,080	145,941
Over 650	2,530,660	608,727	250,900	136,670
Totals	\$ 8,369,652	\$ 2,133,158	\$ 1,216,155	\$ 579,285
(1-40)	\$ 535,095	\$ 151,936	\$ 288,333	\$ 46,236
(41-60)	\$ 649,214	\$ 179,454	\$ 83,943	\$ 42,996

TABLE 5
PER CAPITA COSTS—1954-55

PER CAPITA COST				NO. OF SCHOOLS AND AVG. ADA			
ELEMENTARY		SECONDARY		ELE.		ELE. & SEC.	
ANB GROUPS	AVG. STATE PER CAPITA COST	ANB GROUPS	AVG. STATE PER CAPITA COST				
Under 30	484	Under 50	720	3		1	
30-50	376	50-100	604				
51-100	376	101-200	460	52		7	
101-200	356	201-300	412				
201-300	287	Over 300	358	9.1		37.8	
Over 300	262			757.9		1593.8	
				877.4			

SUMMARY FOR STATE									
	TOTAL ADA	TOTAL EXPENDITURES	PER CAPITA COST	TOTAL NO. OF SCHOOLS	AVG. ADA PER SCHOOL	ADA PER CO.		EXPEND. PER CO.	
						HIGHEST	LOWEST	HIGHEST	LOWEST
ELEMENTARY	82,188.6	25,123,003	306	1160	71.2	8313.1	143.7	2,278,531	56,073
SECONDARY	27,182.7	11,887,537	437	175	155.3	2475.8	53.0	852,852	21,063
ELE. & SEC.	109,371.3	37,010,540	338	1335	81.9	10788.9	196.7	3,131,383	77,136
								476	233
								854	302
								500	277

RELATION OF AVERAGE ADA PER SCHOOL TO PER CAPITA COST						
	AVG. PER CAPITA COST FOR STATE	HIGHEST AVG. ADA	LOWEST AVG. ADA	PER CAPITA COST		HIGHEST COUNTY PER CAPITA COST
				AVG. ADA	PER CAPITA COST	
ELEMENTARY	306	757.9	268	233	9.1	476
SECONDARY	437	1593.8	302	302	37.8	854
ELEMENTARY & SECONDARY	338	877.4	277	277	11.7	500

Permanent School Fund

When Montana became a territory and a state it was given sections 16 and 36 of each township as an outright grant from the Federal Government for use in perpetuity by the public schools. This grant amounted to 5,188,000 acres. This grant was increased in acreage by Legislative Act in 1953, when 340,949.41 acres of State Farm Mortgage lands were transferred to the State School Permanent Fund. This transfer was made in order to cancel interest due the school funds through the old Farm Loans made from Public School Permanent Funds some 30 years ago.

Provisions of the grant, contained in the Enabling Act and the Montana Constitution, provided for the setting up of two funds, (1) the Interest and Income Fund and (2) the Permanent Fund. At any time that any of the land itself or any of the values contained in the land such as oil, coal, gold, etc., was sold, the proceeds from such sale were to go into the **Permanent Fund**. At any time that such lands were leased for agricultural or grazing purposes, oil leases, etc., the proceeds were to be placed in the **Interest and Income Fund**.

The permanent fund remains forever to provide finances through interest on the investment of the fund, for the public schools. This fund is of prime importance, since it will be in existence long after the land minerals will be gone. This Interest and Income Fund must be distributed annually. Fluctuation in the amount earned annually, which varies according to weather, cattle prices, the international situation and other uncontrollable factors, makes this fund less dependable as a sound source of school finance. It would be highly desirable if the Interest and Income Fund could be distributed the year after it is earned so that a firm figure could be guaranteed to the school districts for budgeting purposes.

Cash in the Permanent Fund on June 30, 1956 amounted to \$30,661,173.34. This money, together with the permanent funds of the State University, the State College and some 26 other units and institutions, is invested constantly through what the Legislative Assembly has set up and called the Montana Trust and Legacy Fund. Investing all these funds as a unit, rather than individually, means that amounts in separate funds need not lie idle for any great length of time. The money in the Permanent Fund was to be invested in certain securities listed by the Legislative Assembly. Ninety-five per cent of such interest received from the investment was to be placed in the Interest and Income Fund, with five per cent remaining in the permanent fund.

A breakdown of the receipts from school lands for 1954 and 1955 follows:*

	1954	1955
Agriculture & Grazing Rentals.....	\$ 2,179,658.79	\$ 2,336,446.98
Grazing Fees, State Forester.....	7,559.58	13,375.89
Interest—Land Sales.....	177,157.85	196,175.87
Interest on bonds and short-term certificates.....	57,446.62	34,153.51
Montana Trust & Legacy Fund earned interest.....	726,217.20	759,378.50
Miscellaneous	198.48	-0-
Oil and Gas Leases & Penalties.....	1,312,306.93	1,274,461.13
Uranium Leases.....	-0-	4,479.70
Total Earnings.....	\$ 4,460,545.45	\$ 4,618,471.58
Less 5% to Permanent Fund.....	223,027.27	230,923.58
TOTAL TO DISTRIBUTE.....	\$ 4,237,518.18	\$ 4,387,548.00

*Department of State Lands and Investments.

The Interest and Income Fund is distributed to all school districts operating schools or paying transportation in lieu of operating schools, on the census basis—the number of boys and girls in the district between the ages of 6 and 21 years of age. The State Superintendent of Public Instruction allocates this money between the first and tenth day of February. On the basis of a census of 169,203 children, each district received \$25.93 per census child in February, 1956. Since schools estimated \$31.00 in their budgets, the balance of \$5.07 for each child forced most school districts to dip into their reserves or to register warrants.

Based on normal revenue anticipated from sources listed above, \$4,246,679 has been estimated for the calendar year 1956. On the basis of 177,000 census children, school districts will estimate \$25.00 per census child for 1956-57 budgets.

Administration of these lands is in the hands of the State Land Board, consisting of the Governor, State Superintendent of Public Instruction, Secretary of State and Attorney General.

The State Board of Land Commissioners has a tremendous job in administering this public school and other land grants. Thousands of leases must be checked over by this board every year and millions of dollars must be watched as to investments. Their duties become especially irritable and hard at times because, selfishly, many people think that school lands are to be leased for as little as possible and due to the fact many people year after year attempt to violate their leases by plowing up grazing land or by refusing to certify the correct number of bushels produced on crop share leases.

Greatest needs are for more field staff to supervise and check leased lands as to proper use and as to proper receipts from the land. Money spent on more field staff would return to the State many times over. With millions of acres under lease it is shortsightedness on the state's part when it does not provide sufficient appropriations to the Department of State Lands and Investments in order that the Commissioner can secure enough field agents and other office help. This lack of proper field supervision over the millions of acres leased can result in millions of dollars lost in revenues.

It is interesting to note that the State Land Department has an operating budget of \$125,852.00, which is not adequate for maximum supervision of State lands, with permanent assets as of June 1956 of \$91,087,981.06. Timber values add approximately \$60,000,000 more.

There was an unanticipated increase in money from the Interest and Income Fund in the calendar year 1952. This was due to very active leasing of State school lands for oil exploration purposes for a few months immediately following new discoveries in eastern Montana. People or organizations wishing to explore state lands for oil must bid on the same at public auction in the State Capitol Building. The minimum lease for this land by law is \$1.00 per acre. However, bidding on individual leases has run as high as \$650.00 per acre for the first year of the lease. After this initial increased first payment, the annual leasing rate is \$1.00 per acre. Should a company not drill on this leased land by the end of the second year under the terms of the lease it must then pay a penalty. The State Legislature in 1955 set non-drilling penalties for the 3rd and 4th year at \$1.00 per acre, for the 5th and 6th years \$1.25 per acre and for the remainder of the 10 year term, such amount as the Board may determine. The Legislature thus gave to the lessee, rather than to the State the privilege of determining whether or not the schools' lands should be developed for the schools' benefit. Up to the time the Legislative Assembly met in 1953, oil leases ran for a maximum term of 20 years. In 1953 the Legislative Assembly enacted legislation to provide for oil leases for a primary term of 10 years, and as long thereafter as oil and gas is produced in paying quantities.

An injunction brought against the land board by oil interests delayed leasing for nearly two years. However, the Interest and Income money earned on the sale of 20 year leases during the boom year of 1952 was so large that the state appropriation money was carried over for the school year 1953-54 to such an amount that during the delay, the state share of the Foundation Program was equalized 100%. Since 1955 the sale of permanent leases has not netted as much as was earned from the sale of 20 year leases in 1952. Also, the Legislature, in fixing the non-drilling penalty at \$1.00 per acre, contrary to the land board's policy of charging \$2.00 will further curtail the state's earnings from oil leases. In addition, the obvious lack of development on state lands which was for some reason encouraged by the 1955 Legislature by their allowing the oil companies to determine when they choose to develop state lands, may be expected to curtail earnings of the permanent fund in years to come.

Fields — June 30, 1956	New Wells in Last 2 Years	No. Wells	No Leases
Bowes	3	19	1
Cat Creek	0	5	2
Clark Fork	2	2	1
Cut Bank	2	42	9
Gas City	1	1	1
Glendive	0	4	1
Ivanhoe	1	1	1
Kevin-Sunburst	4	129	20
Pennel	3	3	1
Pine	2	2	1
Pondera	0	42	4
Sumatra	1	9	3
Totals	19	259	45

*Department of State Lands and Investments:

	Acres
Oil and gas leases in effect June 30, 1954.....	548,633.91
Oil and gas leases issued July 1, 1954 to June 30, 1956	232,226.55
Total	780,860.46
Oil and gas leases cancelled June 30, 1954 to June 30, 1956.....	402,016.71
Oil and gas leases in effect June 30, 1956.....	378,843.75
Number of leases in effect June 30, 1954.....	1,226
Leases issued in following two year period.....	513
Total	1,739
Leases cancelled same period.....	876
Leases in effect June 30, 1956.....	863

Oil Production in Montana*

Total production by barrels from state owned land in the various fields:

Fields	1954	Barrels 1955	1956*
Bowes	360,727.26	168,991.92	101,810.00
Cat Creek	20,440.55	19,166.05	16,336.83
Clark Fork	Not yet in commercial production		
Cut Bank	239,401.79	233,661.49	233,728.61
Gas City		2,538.38	44,577.85
Glendive	208,412.05	177,659.78	152,833.29
Ivanhoe	(9 months production; outstanding lease)		
Kevin-Sunburst	105,836.57	106,286.07	106,391.63
Pennel	(Another big lease)		
Pine		108,453.00	142,422.81
Pondera	35,842.23	34,736.40	42,049.51
Sumatra	125,932.60	184,401.78	167,360.19
Totals	1,096,593.05	1,051,365.94	1,326,007.01

*Last two months estimated

Received from leases on the Cedar Creek Anti-
cline that are participating in the Pine Unit Plan
of Operation

\$ 2,080.49 \$ 10,581.63 \$ 28,091.91

These unit plans operate under a progressive plan of drilling which drilling has not yet reached state lands.

OIL AND GAS ROYALTIES ACCRUED TO THE PERMANENT SCHOOL FUND FOR THE PAST SIX YEARS

1951	\$ 117,645.78	
1952	109,349.62	
1953	223,054.42	
1954	302,473.59	
1955	333,593.36	
Sub-total		\$1,086,116.77
1956	\$ 205,711.94—1st half	
	35,045.01—July	
	53,965.88—Aug.	
	43,612.18—Sept.	
	35,203.91—Oct.	
(Est.)	43,000.00—Nov.	
(Est.)	43,000.00—Dec.	
Sub-total		\$ 459,538.92
Total (Est.)		\$1,545,655.69

SOURCES OF PUBLIC SCHOOL REVENUE

Local	1954-55	1955-56
District Levies	\$11,707,793	\$14,105,775
County Levies	12,171,820	13,008,312
High School District	3,881,066	4,649,653
Other Local Revenue—sale bonds, insurance, etc.....	13,375,125	11,031,164
Total Local Funds.....	\$41,135,804	\$42,794,904
State		
Equalization	\$ 6,781,587	\$ 6,305,615
Interest and Income (School Lands)	4,237,518	4,387,548
Transportation	764,404	815,895
Vocational Education	25,000	20,000
Total State Funds	\$11,808,509	\$11,529,058
Federal		
Forest Reserve	\$ 168,258	\$ 210,144
Taylor Grazing	29,500	17,962
Indian Education	599,190	390,800
School Lunch	217,764	321,144
Vocational Education	131,093	133,984
U.S. Oil and Gas Royalties	(409,622)**	(462,883)**
Public Laws 874 and 815	1,009,263	1,226,107
Total Federal Funds	\$ 2,155,068	\$ 2,300,141
Balance on hand July 1, 1954 and July 1, 1955	\$20,421,579	\$24,962,734
TOTAL AMOUNT AVAILABLE TO SCHOOL DISTRICTS.....	\$75,520,960	\$81,586,837
Tuition Paid to Other Districts	557,459	389,406
TOTAL AMOUNT EXPENDED	49,566,756	57,976,370
Balance on hand June 30, 1955 and June 30, 1956	\$25,396,745	\$23,221,061

**Included in and distributed through the State Equalization Fund.

**RECEIPTS AND EXPENDITURES—STATE PUBLIC SCHOOL EQUALIZATION FUND AND
INTEREST AND INCOME FUND**

RECEIPTS

Equalization Fund	1954-55	1955-56
Appropriation from General Fund.....	\$ 4,665,000.00	\$ 4,665,000.00
25% Individual Income Tax.....	1,326,102.50	1,765,918.68
25% Corporation License Tax.....	391,382.85	570,034.37
U. S. Oil & Gas Royalties.....	409,622.00	462,883.26
Balance July 1, 1954, 1955.....	953,252.97	8,580.75
Surplus Adjustment.....		.41
<hr/>		
Total Amount Available to State Public		
School Equalization Fund.....	\$ 7,745,360.32	\$ 7,472,417.47
Reverted to General Fund of State.....	None	None
Total Available from Int. & Income Fund	\$ 4,237,518.18	\$ 4,387,548.00
<hr/>		
Total Available both Funds.....	\$11,382,878.50	\$11,859,965.47

EXPENDITURES

Equalization on Foundation Program.....	\$ 6,781,587.00	\$ 6,305,615.45
Transportation on Schedule.....	754,404.02	815,894.53
Transportation Administration.....	10,083.11	9,509.94
Vocational Education Equalization.....	25,000.00	20,000.00
Vocational Education Administration.....	10,000.00	19,125.00
Other Government Services.....	145,705.44*	156,424.87*
<hr/>		
Expended from Equalization Fund.....	\$ 7,736,779.57	\$ 7,326,569.79
Interest and Income Fund.....	4,237,518.18	4,387,548.00
Balance on Hand July 1, 1955, 1956.....	8,580.75	145,847.68
<hr/>		
Total Expenditures Both Funds.....	\$11,982,878.50	\$11,859,965.47

*Breakdown of Other Government Services:

Board of Education.....	\$ 6,000.00	\$ 6,690.83
Board of Equalization.....	59,282.74	64,127.73
School Lunch.....	15,723.53	24,630.97
Correspondence School.....	37,063.80	41,256.39
Visual Education.....	22,095.37	19,718.95
Deficiency—Board of Education.....	540.04	.....
Deficiency—Supt. of Public Instruction.....	4,999.96	.....
<hr/>		
Total	\$ 145,705.44	\$ 156,424.87

SUMMARY OF REVENUE BY SOURCES, 1954-55

COUNTY	LOCAL	STATE	FEDERAL	BAL. ON HAND July 1, 1954	TOTAL REVENUE AVAILABLE
Beaverhead	\$ 318,974.94	\$ 114,809.82	\$ 11,671.52	\$ 150,301.09	\$ 595,757.37
Big Horn	404,773.27	220,232.03	107,118.94	214,317.00	946,441.24
Blaine	307,157.34	221,146.36	223,572.28	234,718.09	986,594.07
Broadwater	167,747.18	46,402.08	2,061.50	67,295.12	283,505.88
Carbon	965,557.20	232,100.81	15,244.03	366,452.66	1,579,354.70
Carter	170,477.52	87,700.74	2,347.30	81,953.72	342,479.28
Cascade	2,746,650.44	769,867.37	122,654.02	1,708,936.30	5,348,108.13
Chouteau	1,005,345.80	159,681.03	8,239.12	290,989.85	1,464,255.80
Custer	818,441.46	217,308.14	4,453.37	265,066.22	1,305,269.19
Daniels	266,820.37	119,192.29	2,277.10	153,412.56	541,702.32
Dawson	503,305.08	254,463.24	1,586.25	271,395.11	1,030,749.68
Deer Lodge	1,060,637.00	189,898.70	4,552.15	491,206.00	1,746,293.85
Fallon	232,710.54	107,051.00	625.08	175,670.51	516,057.13
Fergus	879,120.22	272,285.58	8,627.20	329,647.17	1,489,680.17
Flathead	2,077,550.69	719,177.50	76,668.54	459,354.00	3,332,750.73
Gallatin	1,513,367.53	384,110.84	15,000.09	616,199.60	2,528,678.06
Garfield	123,670.46	67,641.36	2,028.98	68,188.91	261,529.71
Glacier	1,348,214.34	162,106.64	233,416.82	340,689.72	2,084,427.52
Golden Valley	106,278.33	42,118.37	1,126.92	30,479.10	180,002.72
Granite	156,772.35	56,676.93	6,434.48	71,213.13	291,096.89
Hill	958,608.22	237,685.74	11,511.13	561,445.09	1,769,250.18
Jefferson	282,170.66	81,107.20	3,537.17	157,830.90	524,645.93
Judith Basin	336,154.65	42,116.40	5,079.37	103,961.97	487,312.39
Lake	624,432.76	349,751.57	297,985.82	149,674.65	1,421,844.80
Lewis and Clark..	1,249,077.99	335,523.71	20,738.87	2,033,260.60	3,638,601.17
Liberty	309,441.34	73,078.97	91,012.88	179,666.44	653,199.63
Lincoln	601,730.76	281,430.12	48,886.71	251,514.96	1,183,562.55
Madison	501,749.87	166,716.62	12,209.34	130,800.17	811,476.00
McCone	393,856.78	82,140.70	474.81	128,196.73	604,669.02
Meagher	137,547.97	18,354.62	2,377.18	47,581.05	205,860.82
Mineral	239,055.69	89,900.72	14,234.62	94,447.06	437,638.09
Missoula	4,428,119.77	629,755.18	31,956.23	1,216,271.68	6,306,102.86
Musselshell	244,713.12	105,520.76	3,330.38	117,081.05	470,645.31
Park	657,393.78	264,964.91	8,275.63	387,058.61	1,317,692.93
Petroleum	68,880.95	25,236.16	1,203.38	39,223.24	134,543.73
Phillips	495,456.97	166,540.43	26,728.02	161,109.51	849,834.93
Pondera	605,345.31	155,348.52	30,235.90	202,046.48	992,976.21
Powder River	145,296.17	65,574.40	4,656.25	84,069.78	299,596.60
Powell	341,788.82	105,114.29	8,263.55	134,837.21	590,003.87
Prairie	153,135.41	40,398.48	143.80	59,457.03	253,134.72
Ravalli	557,534.00	326,030.45	31,965.89	221,278.95	1,136,809.29
Richland	783,350.51	297,446.54	6,738.58	263,159.72	1,350,695.35
Roosevelt	704,752.64	323,616.20	297,805.11	473,643.70	1,799,817.65
Rosebud	401,460.14	110,143.51	56,851.87	224,075.46	792,530.98
Sanders	733,792.52	211,973.75	68,113.88	170,017.74	1,183,897.89
Sheridan	527,695.19	215,692.16	14,530.15	429,895.79	1,187,813.29
Silver Bow	1,543,450.55	561,037.90	5,772.34	3,051,899.09	5,162,159.88
Stillwater	471,373.70	159,791.93	63,421.15	269,954.57	964,541.35
Sweet Grass	197,428.23	79,985.07	3,644.82	98,291.39	379,349.51
Teton	754,984.48	193,651.45	10,076.73	593,676.14	1,552,388.80
Toole	647,056.24	109,128.74	4,930.53	260,419.24	1,021,534.75
Treasure	93,074.82	39,635.03	1,018.59	50,771.81	184,500.25
Valley	740,789.59	274,669.81	86,559.21	341,171.98	1,443,190.59
Wheatland	192,023.46	51,691.37	1,681.04	47,496.31	292,892.18
Wibaux	82,376.26	52,026.98	514.52	78,972.18	213,889.94
Yellowstone	4,757,132.53	1,041,757.98	28,896.52	1,219,834.59	7,047,621.62
Totals	\$41,135,803.91	\$11,808,509.20	\$ 2,155,067.66	\$20,421,578.73	\$75,520,959.50

SUMMARY OF REVENUE BY SOURCES, 1955-56

COUNTY	Local	State	Federal	Bal. on Hand July 1, 1955	Total Revenue Available
Beaverhead	\$ 431,656.88	\$ 84,764.18	\$ 10,637.47	\$ 40,298.40	\$ 567,356.93
Big Horn	370,483.73	217,533.75	183,833.65	216,923.60	988,774.73
Blaine	433,081.23	224,349.32	116,908.81	247,804.83	1,022,144.19
Broadwater	171,411.73	43,918.38	1,704.50	59,140.36	276,174.97
Carbon	806,500.06	216,125.73	18,948.21	585,437.12	1,627,011.12
Carter	167,988.41	83,026.55	1,585.16	96,375.55	348,975.67
Cascade	7,105,935.51	785,451.14	87,407.44	1,868,762.88	9,847,556.97
Chouteau	678,841.83	155,052.97	7,718.35	611,377.93	1,452,991.08
Custer	562,672.18	196,565.10	3,985.83	654,121.68	1,417,344.79
Daniels	414,996.73	119,733.95	3,762.25	165,010.69	703,503.62
Dawson	599,331.13	257,591.00	6,025.39	252,624.73	1,115,572.25
Deer Lodge	836,270.48	195,343.37	11,357.66	304,958.94	1,347,930.45
Fallon	235,913.75	101,946.28	569.61	148,772.57	487,202.21
Fergus	821,133.02	279,020.77	8,508.02	355,791.16	1,464,452.97
Flathead	1,433,951.76	696,967.31	129,231.17	532,547.39	2,792,697.63
Gallatin	1,832,679.41	359,523.33	17,808.61	636,295.38	2,846,306.73
Garfield	129,600.09	68,576.95	1,030.20	72,257.81	271,465.05
Glacier	733,966.62	147,490.75	194,952.21	1,166,325.02	2,242,734.60
Golden Valley	95,394.34	38,990.49	1,263.94	38,046.96	173,695.73
Granite	415,925.04	53,452.46	7,273.24	59,484.20	536,134.94
Hill	901,574.11	231,108.36	16,448.22	367,165.30	1,516,295.99
Jefferson	262,089.52	80,437.85	3,108.18	103,362.07	448,997.62
Judith Basin	363,666.13	38,835.34	5,904.37	138,692.38	547,098.22
Lake	653,466.47	346,055.22	144,050.93	223,740.63	1,367,313.25
Lewis & Clark	1,244,096.79	324,899.96	48,418.85	998,017.64	2,615,433.24
Liberty	245,553.39	60,058.75	49,346.00	274,892.22	629,850.36
Lincoln	815,066.55	302,774.48	75,331.24	212,124.47	1,405,296.74
Madison	321,292.24	163,948.74	13,034.70	272,652.11	770,927.79
McCone	229,432.54	89,912.73	253.22	144,812.53	464,411.02
Meagher	570,113.40	21,187.94	2,510.81	46,642.98	640,455.13
Mineral	364,052.78	94,024.64	16,021.42	103,690.01	577,789.85
Missoula	1,987,880.64	644,132.14	33,847.26	3,397,120.34	6,062,990.38
Musselshell	251,033.01	105,110.42	3,070.34	115,326.95	474,540.72
Park	590,152.18	268,357.05	9,846.54	442,246.66	1,310,602.43
Petroleum	73,074.74	21,240.09	942.60	37,117.06	132,374.49
Phillips	441,189.37	169,742.75	13,548.77	256,093.86	880,574.75
Pondera	573,816.82	153,926.84	33,696.52	252,317.32	1,013,757.50
Powder River	151,886.71	61,496.76	4,834.11	77,798.50	296,016.08
Powell	380,157.04	87,869.46	11,912.93	127,269.03	607,208.46
Prairie	186,416.38	37,968.52	1,395.97	55,422.20	281,203.07
Ravalli	579,981.39	329,664.42	29,359.59	251,869.20	1,190,874.60
Richland	598,403.57	296,813.84	9,980.15	523,489.20	1,428,686.76
Roosevelt	816,585.34	274,592.83	380,574.87	513,638.50	1,985,391.54
Rosebud	139,913.37	94,874.45	313,547.62	221,422.28	769,757.72
Sanders	508,611.83	185,026.80	61,227.78	257,367.71	1,012,234.12
Sheridan	506,465.31	209,414.95	11,157.00	254,569.14	981,606.40
Silver Bow	1,626,641.09	531,067.28	13,198.79	2,699,890.22	4,870,797.38
Stillwater	450,231.91	153,182.18	31,960.86	202,925.74	838,300.69
Sweet Grass	215,683.83	66,687.06	4,056.07	88,518.37	374,945.33
Teton	698,454.51	178,655.65	14,091.33	416,403.28	1,307,604.77
Toole	953,885.18	109,301.16	6,959.76	316,461.42	1,386,607.52
Treasure	101,565.48	27,514.55	1,076.68	56,919.37	187,076.08
Valley	793,837.87	259,757.14	79,914.73	296,516.31	1,430,026.05
Wheatland	218,651.63	48,916.89	2,096.13	50,079.37	319,744.02
Wibaux	126,795.13	45,769.85	229.73	58,320.18	231,114.89
Yellowstone	5,575,450.34	1,089,307.11	38,675.65	2,995,472.65	9,698,905.75
Totals	\$42,794,903.52	\$11,529,057.98	\$ 2,300,141.44	\$24,962,734.40	\$81,586,837.34

DISTRIBUTION OF STATE FUNDS TO SCHOOLS 1954-55

COUNTY	EQUALIZATION		Voc.	I & I	Transportation	Total
	Elem.	H. S.	Education			
Beaverhead	\$ 43,632.00	\$ 22,969.00	.....	\$ 39,224.54	\$ 8,984.28	\$ 114,809.82
Big Horn	80,652.00	32,222.00	75.00	86,867.18	20,415.85	220,232.03
Blaine	83,170.00	44,866.00	850.00	71,802.90	20,457.46	221,146.36
Broadwater	1,008.00	19,281.00	.....	19,077.94	7,035.14	46,402.08
Carbon	79,270.00	66,627.00	2,000.00	63,541.01	20,662.80	232,100.81
Carter	57,502.00	3,645.00	.....	19,599.20	6,954.54	87,700.74
Cascade	338,680.00	50,636.00	1,450.00	347,051.71	32,049.66	769,867.37
Chouteau	91,215.00	.....	1,275.00	48,033.67	19,157.36	159,681.03
Custer	87,500.00	43,070.00	250.00	78,683.47	7,804.67	217,308.14
Daniels	44,309.00	30,776.00	250.00	31,640.19	12,217.10	119,192.29
Dawson	115,719.00	55,670.00	.....	71,021.02	12,053.22	254,463.24
Deer Lodge .....	.....	76,548.00	.....	97,865.66	15,485.04	189,898.70
Fallon	54,387.00	20,067.00	600.00	27,913.22	4,083.78	107,051.00
Fergus	139,886.00	26,734.00	75.00	87,987.88	17,602.70	272,285.58
Flathead	270,248.00	200,849.00	1,050.00	224,322.18	22,708.32	719,177.50
Gallatin	151,386.00	69,812.00	1,950.00	140,895.28	20,067.56	384,110.84
Garfield	48,029.00	1,006.00	250.00	14,412.71	3,943.65	67,641.36
Glacier	46,772.00	.....	600.00	102,713.34	12,021.30	162,106.64
Golden Valley	23,963.00	6,107.00	.....	8,809.21	3,239.16	42,118.37
Granite	17,305.00	14,855.00	250.00	19,521.01	4,745.92	56,676.93
Hill	85,589.00	22,463.00	250.00	112,929.94	16,453.80	237,685.74
Jefferson	33,501.00	15,458.00	406.64	22,935.23	8,806.33	81,107.20
Judith Basin	8,027.00	.....	.....	22,830.98	11,258.42	42,116.40
Lake	107,873.00	113,015.00	850.00	101,019.26	26,994.31	349,751.57
Lewis and Clark.....	129,233.00	29,588.00	325.00	157,132.38	19,245.33	335,523.71
Liberty	40,582.00	1,987.00	.....	24,186.24	6,323.73	73,078.97
Lincoln	105,904.00	71,692.00	.....	80,377.55	23,456.57	281,430.12
Madison	42,980.00	70,884.00	500.00	37,243.68	15,108.94	166,716.62
McCone	50,383.00	452.00	.....	24,863.87	6,441.83	82,140.70
Meagher .....	.....	.....	.....	12,744.69	5,609.93	18,354.62
Mineral	37,243.00	25,405.00	.....	19,677.38	7,575.34	89,900.72
Missoula	232,286.00	142,225.00	250.00	241,210.84	13,783.34	629,755.18
Musselshell	54,245.00	17,398.00	250.00	28,825.41	4,802.35	105,520.76
Park	111,623.00	62,121.00	.....	79,335.04	11,885.87	264,964.91
Petroleum	11,299.00	5,502.00	.....	6,489.63	1,945.53	25,236.16
Phillips	79,162.00	29,359.00	75.00	45,766.21	12,178.22	166,540.43
Pondera	73,475.00	12,531.00	1,175.00	55,357.30	12,810.22	155,348.52
Powder River	44,346.00	.....	675.00	16,002.53	4,550.87	65,574.40
Powell	49,281.00	.....	491.87	41,048.85	14,292.57	105,114.29
Prairie	18,116.00	.....	.....	16,080.72	6,201.76	40,398.48
Ravalli	103,011.00	110,508.00	1,850.00	86,788.99	23,872.46	326,030.45
Richland	114,889.00	84,114.00	.....	79,126.54	19,317.00	297,446.54
Roosevelt	87,058.00	97,518.00	1,665.04	113,373.01	24,002.15	323,616.20
Rosebud	44,781.00	.....	250.00	46,026.83	19,085.68	110,143.51
Sanders	76,928.00	63,761.00	500.00	49,727.75	21,057.00	211,973.75
Sheridan	85,436.00	63,807.00	325.00	47,512.41	18,611.75	215,692.16
Silver Bow	147,391.00	93,726.00	.....	312,231.86	7,689.04	561,037.90
Stillwater	68,579.00	35,013.00	261.45	40,345.15	15,593.33	159,791.93
Sweet Grass	41,621.00	6,843.00	850.00	24,055.93	6,615.14	79,985.07
Teton	71,277.00	43,275.00	1,200.00	52,334.02	25,565.43	193,651.45
Toole	35,390.00	10,260.00	250.00	52,516.46	10,712.28	109,128.74
Treasure	18,260.00	5,145.00	.....	10,268.73	5,961.30	39,635.03
Valley	85,559.00	72,922.00	750.00	91,793.04	23,645.77	274,669.81
Wheatland	18,521.00	8,726.00	250.00	19,990.14	4,204.23	51,691.37
Wibaux	26,381.00	6,028.00	.....	14,751.52	4,866.46	52,026.98
Yellowstone	454,760.00	104,498.00	675.00	449,634.75	32,190.23	1,041,757.98
Totals	\$4,569,623.00	\$2,211,964.00	\$25,000.00	\$ 4,237,518.18	\$764,404.02	\$11,808,509.20

DISTRIBUTION OF STATE FUNDS TO SCHOOLS—1955-56

COUNTY	EQUALIZATION		Voc. Education	I & I	Transportation	Total
	Elem.	H. S.				
Beaverhead	\$ 24,852.00	\$ 10,868.00	\$ 371.01	\$ 39,155.31	\$ 9,517.86	\$ 84,764.18
Big Horn	81,176.00	28,874.00	175.00	87,412.28	19,896.47	217,533.75
Blaine	84,676.81	46,163.00	350.00	71,931.67	21,227.84	224,349.32
Broadwater .....	.....	17,789.00	.....	18,773.80	7,355.58	43,918.38
Carbon	67,153.62	62,715.00	968.35	63,244.90	22,043.86	216,125.73
Carter	53,493.00	3,158.00	.....	19,525.79	6,849.76	83,026.55
Cascade	337,279.00	46,616.00	1,195.70	367,515.08	32,845.36	785,451.14
Chouteau	86,443.00	.....	990.19	48,723.72	18,896.06	155,052.97
Custer	73,393.00	34,798.00	175.00	80,592.52	7,606.58	196,565.10
Daniels	43,707.00	31,613.00	175.00	30,805.63	13,433.32	119,733.95
Dawson	117,645.00	46,719.00	175.00	79,555.29	13,496.71	257,591.00
Deer Lodge .....	.....	80,025.00	.....	104,137.57	11,180.80	195,343.37
Fallon	51,314.00	16,339.00	488.25	30,235.16	3,569.87	101,946.28
Fergus	134,692.00	35,970.00	.....	90,783.27	17,575.50	279,020.77
Flathead	255,526.00	185,418.00	550.00	232,805.25	22,668.06	696,967.31
Gallatin	130,669.70	62,789.00	1,323.12	144,952.45	19,789.06	359,523.33
Garfield	49,507.00	.....	200.00	14,858.27	4,011.68	68,576.95
Glacier	23,160.00	.....	175.00	105,252.59	18,903.16	147,490.75
Golden Valley	18,828.00	7,287.00	.....	9,231.31	3,644.18	38,990.49
Granite	14,718.00	12,729.00	200.00	20,900.11	4,905.35	53,452.46
Hill	74,030.00	23,467.00	200.00	116,221.26	17,190.10	231,108.36
Jefferson	22,259.00	17,990.00	334.18	23,130.15	16,724.52	80,437.85
Judith Basin .....	.....	4,201.00	207.27	22,507.82	11,919.25	38,835.34
Lake	96,917.00	119,562.00	930.80	100,144.24	28,501.18	346,055.22
Lewis and Clark	131,684.00	9,930.00	1,033.03	161,314.67	20,938.26	324,899.96
Liberty	28,408.00	2,815.00	.....	21,574.31	7,261.44	60,058.75
Lincoln	107,256.00	81,399.00	175.00	86,971.47	26,973.01	302,774.48
Madison	34,879.00	74,912.00	703.89	37,366.09	16,087.76	163,948.74
McCone	56,242.00	1,730.00	.....	24,478.55	7,462.18	89,912.73
Meagher .....	.....	.....	.....	13,613.60	7,574.34	21,187.94
Mineral	34,437.00	31,676.00	.....	20,199.99	7,711.65	94,024.64
Missoula	225,840.32	147,130.00	556.64	254,587.02	16,018.16	644,132.14
Musselshell	54,411.00	13,979.00	175.00	31,427.97	5,117.45	105,110.42
Park	101,610.00	72,704.00	669.13	80,540.66	12,833.26	268,357.05
Petroleum	6,978.00	5,582.00	.....	6,378.94	2,301.15	21,240.09
Phillips	75,711.00	32,620.00	175.00	45,274.94	15,961.81	169,742.75
Pondera	74,478.00	8,723.00	450.00	57,203.05	13,072.79	153,926.84
Powder River	39,471.00	.....	202.85	16,751.21	5,071.70	61,496.76
Powell	30,599.00	1,599.00	.....	42,243.65	13,427.81	87,869.46
Prairie	16,516.00	.....	.....	15,947.36	5,505.16	37,968.52
Ravalli	99,657.00	118,897.00	679.49	86,971.47	23,459.46	329,664.42
Richland	105,421.00	92,720.00	175.00	80,411.00	18,086.84	296,813.84
Roosevelt	58,664.00	75,907.00	1,000.00	113,187.37	25,834.46	274,592.83
Rosebud	28,077.00	.....	1,102.35	46,467.76	19,227.34	94,874.45
Sanders	47,136.00	63,166.00	400.00	51,213.07	23,111.73	185,026.80
Sheridan	83,257.00	57,615.00	953.75	47,271.61	20,317.59	209,414.95
Silver Bow	106,735.00	84,897.00	.....	331,990.06	7,445.22	531,067.28
Stillwater	61,238.00	35,987.00	665.00	40,996.39	14,295.79	153,182.18
Sweet Grass	33,482.00	3,744.00	175.00	22,248.51	7,037.55	66,687.06
Teton	57,722.00	40,962.00	350.00	53,754.27	25,867.38	178,655.65
Toole	36,590.00	5,962.00	175.00	53,806.14	12,768.02	109,301.16
Treasure	7,506.00	2,978.00	.....	10,242.61	6,787.94	27,514.55
Valley	77,495.00	68,962.00	575.00	88,838.47	23,886.67	259,757.14
Wheatland	14,396.00	9,483.00	250.00	20,588.95	4,198.94	48,916.89
Wibaux	25,481.00	1,038.00	.....	14,469.31	4,781.54	45,769.85
Yellowstone	449,369.00	111,223.00	175.00	486,822.09	41,718.02	1,089,307.11
Totals	\$4,152,185.45	\$2,153,430.00	\$20,000.00	\$ 4,387,548.00	\$815,894.53	\$11,529,057.98

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS 1954-55

COUNTY	Indian	Vocational	Lunch	Forest	Public Law 815 & 874	Taylor Grazing	Total
Beaverhead\$		\$ 2,056.08	\$	\$ 5,877.25	\$	\$ 3,738.19	\$ 11,671.52
Big Horn	86,336.95	2,167.20	5,648.59		12,500.00	466.20	107,118.94
Blaine	72,750.65	2,173.60	6,070.84		142,095.00	482.19	223,572.28
Broadwater			1,103.07	627.18		331.25	2,061.50
Carbon		5,376.80	7,106.57	2,397.18		363.48	15,244.03
Carter				708.34		1,638.96	2,347.30
Cascade		9,916.77	20,927.74	520.58	90,949.00	339.93	122,654.02
Chouteau		4,338.52	2,464.68	93.92		1,342.00	8,239.12
Custer		3,162.63	478.37			812.37	4,453.37
Daniels		574.80	1,598.06			104.24	2,277.10
Dawson		680.80	785.13			120.32	1,586.25
Deer Lodge		170.00	3,694.70	550.09		137.36	4,552.15
Fallon		468.00				157.08	625.08
Fergus		1,951.67	5,550.61	272.13		852.79	8,627.20
Flathead		7,853.93	12,110.33	23,951.98	32,751.00	1.30	76,668.54
Gallatin		6,999.24	5,197.98	2,591.37		211.50	15,000.09
Garfield		181.05				1,847.93	2,028.98
Glacier	87,817.66	2,714.30	4,556.27	74.31	138,226.00	28.28	233,416.82
Golden Valley ..			1,015.29	69.32		42.31	1,126.92
Granite		156.70	588.43	5,206.94		482.41	6,434.48
Hill		6,116.41	5,144.26			250.46	11,511.13
Jefferson		1,167.58	638.83	1,524.05		206.71	3,537.17
Judith Basin....		1,437.00	2,698.27	859.98		84.12	5,079.37
Lake	135,985.74	5,517.10	14,889.92	1,987.06	139,606.00		297,985.82
Lewis & Clark..		10,555.00	3,648.16	4,684.02	645.00	1,206.69	20,738.87
Liberty		1,406.25	667.85		88,727.00	211.78	91,012.88
Lincoln		595.40	4,548.69	43,742.62			48,886.71
Madison		2,698.54	3,875.02	3,324.19		2,311.59	12,209.34
McCone						474.81	474.81
Meagher			853.76	1,350.99		172.43	2,377.18
Mineral			2,493.93	11,739.44		1.25	14,234.62
Missoula	1,154.00	4,803.42	7,508.67	10,938.83	7,420.00	131.31	31,956.23
Musselshell		282.50	2,987.66			60.22	3,330.38
Park		3,320.34	1,074.99	3,667.30		213.00	8,275.63
Petroleum			673.89			529.49	1,203.38
Phillips	18,581.46	1,955.20	4,438.20	81.96		1,671.20	26,728.02
Pondera	14,548.91	2,073.45	5,637.07	313.17	7,552.00	111.30	30,235.90
Powder River ..		224.94	923.81	2,686.33		821.17	4,656.25
Powell		662.07	979.52	6,050.80		571.16	8,263.55
Prairie						143.80	143.80
Ravalli		3,688.36	9,380.71	9,664.15	9,194.00	38.67	31,965.89
Richland		3,074.89	2,867.14			796.55	6,738.58
Roosevelt	121,365.75	3,574.96	6,236.58		166,516.00	111.82	297,805.11
Rosebud	17,378.31	229.52	3,883.53	760.36	32,747.00	1,853.15	56,851.87
Sanders	20,602.70		5,950.79	17,472.33	24,077.00	11.06	68,113.88
Sheridan	7,210.89	2,968.20	4,217.06			134.00	14,530.15
Silver Bow		4,507.58	476.45	630.69		157.62	5,772.34
Stillwater		811.16	4,351.55	1,490.03	56,681.00	87.41	63,421.15
Sweet Grass....		957.42	976.43	1,464.10		246.87	3,644.82
Teton		1,985.81	6,909.49	690.45		490.98	10,076.73
Toole		1,746.90	2,499.45			684.18	4,930.53
Treasure			885.20			133.39	1,018.59
Valley	15,456.98	5,729.23	4,420.31		59,577.00	1,375.69	86,559.21
Wheatland		1,241.39	219.34	194.15		26.16	1,681.04
Wibaux						514.52	514.52
Yellowstone		6,820.29	21,910.41			165.82	28,896.52
Totals	\$599,190.00	\$131,093.00	\$217,763.60	\$168,257.59	\$1,009,263.00	\$29,500.47	\$2,155,067.66

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS—1955-56

COUNTY	Indian	Vocational	Lunch	Forest	Taylor Grazing	Public Law 815 & 874	Total
Beaverhead\$	\$	1,218.69	\$ 563.94	\$ 5,212.42	\$ 3,642.42	\$	\$ 10,637.47
Big Horn	70,195.34	1,811.62	6,162.98	-----	263.71	105,400.00	183,833.65
Blaine	36,454.77	3,432.63	5,779.68	-----	307.73	70,934.00	116,908.81
Broadwater	-----	-----	1,038.74	541.72	124.04	-----	1,704.50
Carbon	-----	4,559.98	11,605.80	2,532.06	250.37	-----	18,948.21
Carter	-----	-----	-----	737.04	848.12	-----	1,585.16
Cascade	-----	9,245.62	36,427.39	589.75	211.68	40,933.00	87,407.44
Chouteau	-----	3,897.86	2,773.33	106.39	940.77	-----	7,718.35
Custer	-----	3,308.66	255.21	-----	421.96	-----	3,985.83
Daniels	-----	1,887.19	1,822.43	-----	52.63	-----	3,762.25
Dawson	-----	2,354.88	3,606.35	-----	64.16	-----	6,025.39
Deer Lodge	-----	-----	10,799.71	489.56	68.39	-----	11,357.66
Fallon	-----	488.25	-----	-----	81.36	-----	569.61
Fergus	-----	1,591.49	6,174.28	308.29	433.96	-----	8,508.02
Flathead	-----	6,341.56	21,528.65	33,333.96	-----	68,027.00	129,231.17
Gallatin	-----	6,938.87	7,450.17	3,346.33	73.24	-----	17,808.61
Garfield	-----	45.07	-----	-----	985.13	-----	1,030.20
Glacier	92,281.37	2,722.16	4,745.61	84.19	30.88	95,088.00	194,952.21
Golden Valley ..	-----	-----	1,167.49	78.53	17.92	-----	1,263.94
Granite	-----	189.50	1,403.33	5,490.97	189.44	-----	7,273.24
Hill	2,528.28	5,465.72	8,249.48	-----	204.74	-----	16,448.22
Jefferson	-----	1,050.53	593.58	1,358.17	105.90	-----	3,108.18
Judith Basin ...	-----	1,349.88	3,488.89	974.26	91.34	-----	5,904.37
Lake	56,627.78	6,417.92	18,106.07	2,784.16	-----	60,115.00	144,050.93
Lewis & Clark ..	-----	10,329.58	6,852.16	4,977.81	454.30	25,805.00	48,418.85
Liberty	-----	691.88	1,624.76	-----	248.36	46,781.00	49,346.00
Lincoln	-----	554.85	6,373.97	65,101.42	-----	3,301.00	75,331.24
Madison	-----	1,937.28	6,697.32	3,158.75	1,241.35	-----	13,034.70
McCone	-----	-----	-----	-----	253.22	-----	253.22
Meagher	-----	-----	920.67	1,483.01	107.13	-----	2,510.81
Mineral	-----	-----	3,556.62	12,464.80	-----	-----	16,021.42
Missoula	-----	4,290.36	11,389.59	12,829.09	50.22	5,288.00	33,847.26
Musselshell	-----	298.55	2,653.48	-----	118.31	-----	3,070.34
Park	-----	2,640.21	2,428.49	4,667.22	110.62	-----	9,846.54
Petroleum	-----	-----	695.97	-----	246.63	-----	942.60
Phillips	6,160.52	1,733.30	4,497.33	92.69	1,064.93	-----	13,548.77
Pondera	20,330.00	2,306.11	5,620.07	354.78	85.56	5,000.00	33,696.52
Powder River ..	-----	608.54	916.26	2,794.59	514.72	-----	4,834.11
Powell	-----	1,237.53	3,019.63	7,449.07	206.70	-----	11,912.93
Prairie	-----	-----	1,320.29	-----	75.68	-----	1,395.97
Ravalli	-----	4,445.17	10,505.63	8,978.79	-----	5,430.00	29,359.59
Richland	-----	2,834.92	6,700.90	-----	444.33	-----	9,980.15
Roosevelt	72,044.97	4,377.20	7,682.35	-----	56.35	296,414.00	380,574.87
Rosebud	19,045.17	1,122.90	5,029.19	791.16	784.20	286,775.00	313,547.62
Sanders	2,274.35	317.27	6,365.28	22,168.88	-----	30,102.00	61,227.78
Sheridan	4,489.01	2,202.11	4,375.15	-----	90.73	-----	11,157.00
Silver Bow	-----	4,880.00	7,678.01	565.45	75.33	-----	13,198.79
Stillwater	-----	810.94	4,949.13	1,550.40	45.39	24,605.00	31,960.86
Sweet Grass	-----	1,327.35	834.89	1,745.89	147.94	-----	4,056.07
Teton	-----	2,543.77	10,462.99	782.19	302.38	-----	14,091.33
Toole	-----	2,205.26	4,320.63	-----	433.87	-----	6,959.76
Treasure	-----	-----	986.97	-----	89.71	-----	1,076.68
Valley	8,368.44	5,339.11	9,216.23	-----	881.95	56,109.00	79,914.73
Wheatland	-----	1,524.79	336.52	219.94	14.88	-----	2,096.13
Wibaux	-----	-----	-----	-----	229.73	-----	229.73
Yellowstone	-----	9,107.15	29,390.30	-----	178.20	-----	38,675.65
Totals	\$390,800.00	\$133,984.21	\$321,143.89	\$210,143.73	\$17,962.61	\$1,226,107.00	\$2,300,141.44

EXPENDITURES BY COUNTIES, 1954-55

COUNTY	General Control	Salaries	Supplies for Instruction	Oper. & Main.	Transp.
Beaverhead	\$ 13,453.91	\$ 258,487.04	\$ 19,796.85	\$ 73,746.94	\$ 36,878.51
Big Horn	24,067.66	357,099.30	31,540.78	87,080.55	73,244.18
Blaine	33,995.75	365,777.19	24,622.29	103,040.34	72,775.07
Broadwater	12,105.66	115,204.68	7,196.31	26,337.22	27,463.98
Carbon	54,805.48	418,472.59	29,008.77	99,651.15	83,797.52
Carter	4,682.85	151,029.68	8,841.37	30,715.77	21,709.01
Cascade	\$ 110,120.96	1,809,575.88	105,517.15	449,851.15	122,331.79
Chouteau	8,841.11	403,099.64	20,588.05	85,432.35	68,874.43
Custer	41,484.27	403,615.00	20,817.48	70,395.12	29,105.18
Daniels	13,641.47	199,475.75	10,998.38	44,139.32	39,905.07
Dawson	27,004.77	440,972.63	28,202.85	87,771.27	43,853.72
Deer Lodge	21,835.68	370,537.82	15,128.24	83,974.02	80,116.47
Fallon	5,456.75	200,686.48	10,849.20	37,463.70	13,388.03
Fergus	48,241.80	572,057.16	45,274.12	155,907.05	51,732.97
Flathead	85,088.28	1,107,601.97	60,877.01	265,175.23	105,787.00
Gallatin	75,404.70	740,811.33	61,429.75	182,075.34	80,604.76
Garfield	7,706.08	123,352.79	7,673.84	21,467.21	11,350.42
Glacier	36,987.01	381,308.67	31,089.66	118,250.57	79,558.92
Golden Valley.....	1,955.42	87,917.46	5,346.37	16,617.10	9,621.40
Granite	14,042.12	126,710.02	8,793.63	35,449.91	20,087.70
Hill	55,764.86	516,630.71	37,256.18	150,474.93	62,355.04
Jefferson	20,768.65	152,276.69	13,570.71	47,787.95	46,998.87
Judith Basin	4,753.04	186,483.30	13,890.30	51,687.26	34,431.33
Lake	27,644.82	545,746.99	41,167.58	141,458.54	151,064.83
Lewis and Clark..	36,113.70	745,759.18	67,525.39	238,828.97	74,934.09
Liberty	5,257.46	148,956.30	6,230.88	36,008.15	19,955.97
Lincoln	50,760.06	407,132.66	29,385.16	109,120.69	107,015.65
Madison	8,575.13	249,240.06	18,405.38	63,210.11	50,716.56
McCone	11,422.41	158,534.15	11,526.20	37,095.45	19,516.69
Meagher	3,969.59	95,249.88	6,833.48	15,313.74	22,481.52
Mineral	20,181.34	159,158.46	15,488.17	52,031.02	27,857.80
Missoula	71,835.04	1,079,003.38	85,284.66	255,177.75	70,381.39
Musselshell	14,291.78	202,314.30	10,372.24	47,691.44	23,171.25
Park	50,340.93	428,455.21	26,120.36	91,030.46	46,853.76
Petroleum	1,858.80	54,316.78	3,380.75	11,683.46	5,974.27
Phillips	19,091.77	296,649.29	15,117.41	88,156.42	35,644.70
Pondera	35,122.72	308,339.21	20,344.59	80,010.79	42,118.52
Powder River	3,559.53	132,286.56	7,528.20	24,534.94	14,094.36
Powell	22,202.20	237,736.46	17,834.04	59,682.98	55,327.39
Prairie	6,845.02	102,087.57	5,232.44	27,608.79	16,758.86
Ravalli	48,094.10	452,482.86	34,377.00	115,316.09	107,866.56
Richland	37,061.04	440,458.73	30,743.76	116,801.85	66,941.15
Roosevelt	68,236.48	520,485.71	28,703.28	149,130.98	95,610.51
Rosebud	19,126.36	231,696.81	19,086.19	71,520.84	71,546.32
Sanders	42,840.36	282,936.82	24,605.14	95,250.57	95,622.39
Sheridan	39,332.26	325,482.35	27,040.76	93,485.79	71,117.30
Silver Bow	46,322.96	1,211,344.08	52,067.18	257,515.81	25,346.39
Stillwater	31,958.57	231,442.33	19,485.45	60,153.48	52,906.12
Sweet Grass	2,976.32	170,448.49	7,857.27	26,447.85	28,157.96
Teton	42,838.80	318,188.19	24,104.88	87,211.99	105,409.70
Toole	11,758.21	349,023.00	29,244.55	94,735.86	45,111.52
Treasure	4,257.88	57,928.99	5,340.94	12,425.80	18,223.81
Valley	56,257.05	506,575.34	48,487.80	163,792.00	88,065.85
Wheatland	17,228.46	134,176.49	12,726.82	34,115.60	16,129.01
Wibaux	7,276.94	88,692.60	9,425.49	17,411.31	14,767.91
Yellowstone	92,063.42	2,100,137.39	114,933.32	370,319.61	142,293.80
Totals	\$ 1,678,909.79	\$ 22,261,650.40	\$ 1,494,316.05	\$ 5,468,770.58	\$ 3,044,955.28

EXPENDITURES BY COUNTIES—1954-55 (Continued)

COUNTY	Fixed Charges	Capital Outlay	Liquidation Of Debt	Other	Total Expenditures
Beaverhead	\$ 2,984.08	\$ 23,790.93	\$ 10,258.44	\$ 13,298.98	\$ 452,695.68
Big Horn	4,918.90	29,080.44	17,503.97	81,464.82	706,000.60
Blaine	33,645.98	19,169.66	36,458.69	39,761.02	729,245.99
Broadwater	6,407.04	7,457.38	15,427.05	12,147.61	229,746.93
Carbon	29,842.26	145,148.10	50,904.65	74,782.10	986,412.62
Carter	9,876.67	11,468.43	3,080.00	1,287.57	242,691.35
Cascade	113,546.98	397,709.51	220,823.90	132,380.73	3,461,858.05
Chouteau	22,559.64	15,024.93	54,290.88	31,822.63	710,533.66
Custer	11,478.36	45,757.61	2,923.64	20,084.26	645,660.92
Daniels	3,896.49	24,583.97	11,300.00	35,088.22	383,028.67
Dawson	24,670.21	29,356.00	58,009.97	24,395.67	764,237.09
Deer Lodge	4,934.45	6,467.89	771,792.04	71,280.06	1,426,066.67
Fallon	9,807.14	60,086.49	21,703.66	1,749.99	361,191.44
Fergus	18,465.17	95,117.57	77,108.08	50,433.77	1,114,337.69
Flathead	72,602.23	857,704.10	88,156.82	150,362.70	2,793,355.34
Gallatin	43,621.56	41,274.99	587,275.75	56,990.23	1,869,488.41
Garfield	6,738.63	7,122.25	133.70	3,042.03	188,586.95
Glacier	6,420.81	54,178.17	135,701.72	72,906.97	916,402.50
Golden Valley ..	6,499.50	6,281.31	.....	6,237.06	140,475.62
Granite	2,295.11	5,242.90	719.25	10,759.56	224,100.20
Hill	38,947.85	62,835.12	84,373.40	56,218.59	1,064,856.68
Jefferson	7,839.69	62,569.70	37,262.52	29,634.08	418,708.86
Judith Basin	11,170.49	18,541.89	.....	27,356.24	348,313.85
Lake	39,268.43	45,698.00	120,306.58	82,421.52	1,194,777.29
Lewis & Clark	55,149.25	1,085,544.64	263,887.94	49,071.51	2,616,814.67
Liberty	8,879.95	38,578.77	107,310.04	6,529.89	377,707.41
Lincoln	10,673.67	47,871.21	103,055.02	69,234.06	934,248.18
Madison	14,132.24	7,759.41	150,911.40	75,820.51	638,770.80
McCone	2,374.86	162,488.14	32,902.34	14,829.63	450,689.87
Meagher	4,525.50	3,388.06	.....	7,205.25	158,967.02
Mineral	10,226.54	9,163.01	13,313.31	26,850.95	334,270.60
Missoula	71,138.59	725,680.60	285,489.65	82,762.09	2,726,753.15
Musselshell	12,332.12	14,512.22	5,100.72	23,682.29	353,468.36
Park	29,969.00	105,251.10	67,115.24	31,385.47	876,521.53
Petroleum	1,406.64	5,822.66	11,660.68	6,018.77	102,122.81
Phillips	20,459.41	22,446.54	51,105.43	37,783.66	586,454.63
Pondera	21,207.79	44,401.56	137,069.92	44,734.12	733,349.22
Powder River	2,409.64	5,468.56	.....	17,210.55	207,092.34
Powell	13,628.51	15,469.40	16,585.52	18,312.20	456,778.70
Prairie	6,169.70	6,679.11	20,280.46	1,629.31	193,291.26
Ravalli	8,734.60	12,463.45	44,230.15	88,955.06	912,519.87
Richland	23,973.32	28,676.84	45,852.76	30,448.60	820,958.05
Roosevelt	35,482.92	235,044.04	85,259.62	56,704.59	1,274,658.13
Rosebud	31,703.37	6,465.73	35,962.25	68,851.38	555,959.25
Sanders	17,971.96	282,367.98	21,634.05	59,421.29	922,650.56
Sheridan	20,107.63	261,256.93	54,355.83	27,460.52	919,639.37
Silver Bow	63,232.19	255,536.71	501,816.99	47,647.35	2,460,829.66
Stillwater	19,003.86	254,599.81	41,579.40	40,224.25	751,353.27
Sweet Grass	9,220.08	15,887.71	13,750.41	9,912.76	284,658.85
Teton	20,552.16	381,351.77	89,273.34	60,879.79	1,129,810.62
Toole	21,806.20	40,565.88	93,879.19	32,748.92	718,873.33
Treasure	3,481.25	965.93	17,036.00	7,596.56	127,257.16
Valley	39,121.45	115,547.00	80,011.67	35,081.68	1,132,939.84
Wheatland	7,724.37	9,369.85	4,590.27	3,553.25	239,614.12
Wibaux	1,657.26	7,803.46	.....	2,647.29	149,682.26
Yellowstone	96,793.64	597,688.64	296,741.88	234,306.28	4,045,277.98
Totals	\$ 1,237,687.34	\$ 6,877,784.06	\$ 5,097,276.19	\$ 2,405,406.24	\$49,566,755.93

EXPENDITURES BY COUNTIES, 1955-56

COUNTY	General Control	Salaries	Supplies for Instruction	Operation and Maintenance	Trans.
Beaverhead	\$ 23,407.67	\$ 264,153.44	\$ 25,883.70	\$ 74,554.42	\$ 43,050.62
Big Horn	31,299.12	388,720.66	36,178.98	93,642.75	76,575.28
Blaine	21,830.53	407,852.61	25,902.92	115,272.18	78,511.16
Broadwater	12,924.73	120,760.11	6,362.88	27,401.17	26,218.29
Carbon	59,060.65	432,178.32	30,635.01	91,365.42	88,941.61
Carter	9,133.43	157,603.68	9,223.86	31,706.04	21,719.31
Cascade	119,057.51	1,993,748.51	109,710.29	471,708.74	133,217.22
Chouteau	24,195.06	402,028.47	28,891.65	101,232.29	68,944.84
Custer	32,834.70	432,070.89	20,534.98	112,155.70	30,627.13
Daniels	13,550.48	193,351.52	12,742.18	54,791.52	50,219.76
Dawson	30,063.49	465,091.00	30,639.33	95,482.92	41,428.89
Deer Lodge	21,145.77	393,038.67	15,558.50	103,602.73	49,935.42
Fallon	12,351.02	212,107.52	11,680.11	38,768.78	11,743.88
Fergus	63,755.22	597,965.99	46,041.16	146,277.11	54,695.07
Flathead	94,918.33	1,255,407.18	64,325.37	300,619.60	110,070.21
Gallatin	81,882.49	781,409.89	65,110.77	178,579.85	80,662.93
Garfield	3,466.70	136,254.28	8,236.10	23,476.35	14,434.82
Glacier	31,987.92	415,283.00	34,676.05	123,997.65	69,559.43
Golden Valley	1,964.28	84,232.58	4,594.74	19,049.57	10,787.70
Granite	15,067.86	135,527.70	9,668.83	34,684.57	20,119.18
Hill	59,887.61	561,112.16	49,738.06	183,699.03	70,660.25
Jefferson	17,816.52	158,314.74	14,410.76	49,355.93	52,052.66
Judith Basin	9,483.89	197,753.61	16,798.81	52,272.18	38,656.78
Lake	28,640.49	581,542.05	40,493.69	137,181.96	139,729.35
Lewis & Clark	36,775.13	818,594.49	58,598.79	244,942.58	79,125.94
Liberty	6,227.75	157,896.96	11,668.32	41,567.74	24,750.48
Lincoln	55,109.95	441,077.59	40,903.29	111,307.79	105,914.59
Madison	7,497.58	263,024.61	18,162.46	71,555.89	59,303.35
McCone	11,146.77	164,745.77	19,287.50	37,443.03	30,735.77
Meagher	10,069.17	85,152.46	10,044.38	14,717.55	19,369.34
Mineral	20,271.84	176,874.04	15,612.84	50,126.85	28,783.11
Missoula	88,357.71	1,219,799.72	102,037.43	289,640.53	81,116.05
Musselshell	29,745.61	185,424.47	10,969.97	50,679.59	24,761.88
Park	52,905.36	458,183.80	33,638.17	102,134.43	45,799.91
Petroleum	1,533.15	53,395.64	3,591.20	16,990.92	6,864.44
Phillips	23,335.77	301,498.84	20,718.48	85,500.88	56,995.13
Pondera	34,540.85	305,958.10	22,371.52	92,836.05	55,660.30
Powder River	4,568.85	136,471.64	9,797.09	27,497.66	15,230.16
Powell	24,292.14	247,458.02	18,313.32	59,565.58	49,395.62
Prairie	7,693.49	112,448.47	6,895.26	26,533.87	15,715.78
Ravalli	50,025.27	475,109.54	35,178.71	125,346.42	108,299.66
Richland	50,337.73	458,841.44	27,830.69	109,767.00	69,608.05
Roosevelt	68,917.29	543,250.98	38,101.93	179,528.83	99,527.63
Rosebud	44,744.83	233,120.40	21,873.23	72,733.39	77,843.41
Sanders	40,129.18	322,834.51	29,860.27	93,850.87	102,194.91
Sheridan	29,944.64	341,023.68	37,033.20	97,035.05	83,696.54
Silver Bow	46,564.22	1,279,520.99	56,319.92	289,677.16	27,716.99
Stillwater	33,545.49	269,821.01	22,848.12	61,193.83	53,501.65
Sweet Grass	3,171.43	168,890.25	10,465.91	35,340.71	21,877.50
Teton	27,424.84	363,476.61	30,604.07	92,126.71	101,888.08
Toole	12,925.94	373,590.66	33,539.84	100,378.04	46,413.43
Treasure	4,553.90	56,329.13	5,600.15	13,448.67	22,139.33
Valley	63,509.61	519,113.28	48,880.56	183,350.64	61,139.64
Wheatland	18,573.59	149,734.46	13,236.87	36,214.80	15,579.90
Wibaux	8,835.71	97,059.50	10,074.74	19,685.06	13,737.45
Yellowstone	108,044.98	2,391,412.35	169,810.21	400,622.21	135,254.62
Totals	\$ 1,845,045.24	\$23,938,641.99	\$ 1,711,907.17	\$ 5,894,218.79	\$ 3,122,502.43

EXPENDITURES BY COUNTIES, 1955-56 (Continued)

COUNTY	Fixed Charges	Capital Outlay	Liquidation of Debt	Other	Total Expenditures
Beaverhead	\$ 15,060.75	\$ 56,498.93	\$ 11,645.41	\$ 5,425.36	\$ 519,680.30
Big Horn	7,557.83	25,356.71	26,534.86	78,869.41	764,735.60
Blaine	30,863.93	44,400.10	35,684.14	40,238.96	800,556.53
Broadwater	7,294.28	5,886.49	14,656.25	14,915.91	236,420.11
Carbon	31,658.17	367,742.55	54,288.55	102,077.37	1,257,947.65
Carter	8,627.49	7,234.62	2,812.93	2,263.56	250,324.92
Cascade	134,385.65	1,042,576.09	707,740.41	145,704.56	4,857,848.98
Chouteau	23,240.75	29,396.70	97,563.52	245,754.90	1,021,248.18
Custer	21,639.97	258,144.83	41,398.69	19,868.08	969,274.97
Daniels	12,084.44	29,213.35	104,596.73	24,948.34	495,498.32
Dawson	28,308.27	50,250.48	48,674.09	21,723.04	811,661.51
Deer Lodge	25,349.23	6,848.95	388,789.63	40,617.41	1,044,886.31
Fallon	11,927.08	19,953.43	21,199.91	2,451.10	342,182.83
Fergus	10,818.96	75,608.64	77,281.63	59,765.48	1,132,209.26
Flathead	75,094.16	261,921.07	114,293.62	259,471.87	2,536,121.41
Gallatin	49,243.35	609,272.26	192,654.91	58,057.18	2,096,873.63
Garfield	7,731.64	6,080.94	133.70	3,163.88	202,978.41
Glacier	24,168.57	219,766.63	481,081.65	53,690.40	1,454,211.30
Golden Valley	1,925.39	5,777.77		11,608.01	139,940.04
Granite	2,190.61	14,841.73	34,940.74	13,342.59	280,383.81
Hill	44,865.02	81,940.67	82,555.65	53,395.91	1,187,854.36
Jefferson	10,107.81	7,397.82	33,571.29	18,979.46	362,006.99
Judith Basin	10,780.91	26,360.27	5,654.30	26,261.72	384,022.47
Lake	34,096.92	83,950.61	54,502.01	88,046.36	1,188,183.44
Lewis & Clark	63,831.34	403,560.47	190,532.04	65,255.40	1,961,216.18
Liberty	17,172.84	198,634.20	23,172.52	12,287.25	493,378.06
Lincoln	27,015.50	96,406.19	160,572.99	40,506.91	1,078,814.80
Madison	15,029.13	138,477.32	34,022.63	35,385.63	642,458.60
McCone	10,257.04	21,736.76	32,148.61	3,741.91	331,243.16
Meagher	4,265.58	9,780.65	78,533.93	8,137.39	240,070.45
Mineral	10,992.77	28,252.15	110,899.59	26,973.77	468,786.96
Missoula	80,636.87	1,739,173.63	403,509.46	211,075.95	4,215,347.35
Musselshell	14,670.65	15,324.23	4,394.56	21,456.59	357,427.55
Park	31,309.22	179,863.45	68,736.85	29,352.90	1,001,924.09
Petroleum	2,492.51	7,477.59	6,070.70	6,460.82	104,876.97
Phillips	20,229.05	33,790.04	127,905.01	36,458.70	706,431.90
Pondera	25,698.04	24,957.57	165,243.55	53,793.26	781,059.24
Powder River	7,195.74	7,141.12		7,934.98	215,837.24
Powell	14,555.86	10,147.89	18,069.28	19,652.89	461,450.60
Prairie	6,544.82	12,537.55	17,228.26	13,138.72	218,736.22
Ravalli	9,193.70	17,568.13	43,315.43	89,774.50	953,811.36
Richland	30,955.39	36,457.25	324,499.99	36,225.51	1,144,523.05
Roosevelt	43,822.78	249,695.80	85,154.62	65,684.02	1,373,683.88
Rosebud	32,109.22	11,210.95	35,516.14	53,930.99	583,082.56
Sanders	22,846.98	150,042.92	56,549.26	61,732.12	880,041.02
Sheridan	20,989.94	67,914.27	56,528.86	32,185.86	766,352.04
Silver Bow	63,933.59	31,593.41	1,042,632.78	89,365.16	2,927,374.22
Stillwater	16,103.01	141,085.08	37,369.28	39,841.43	675,308.90
Sweet Grass	8,824.05	6,849.45	13,538.91	8,126.88	277,085.09
Teton	23,479.34	215,527.53	109,822.73	59,990.49	1,024,340.40
Toole	27,319.51	146,739.46	63,290.51	42,167.85	846,365.24
Treasure	3,810.04	1,096.17	16,730.50	9,161.06	132,868.95
Valley	27,568.79	48,220.63	24,216.23	70,817.31	1,046,816.74
Wheatland	7,510.52	9,535.46	17,032.23	3,832.48	271,250.31
Wibaux	645.16	6,944.53		3,279.34	160,261.49
Yellowstone	133,509.35	3,003,827.81	698,201.85	256,411.01	7,297,094.39
Totals	\$ 1,453,589.51	\$10,407,991.30	\$ 6,697,693.97	\$ 2,904,779.94	\$57,976,370.34

TAXES LEVIED FOR SCHOOL PURPOSES, 1954

COUNTY	ELEMENTARY County		HIGH SCHOOL County		DISTRICT Mills	SCHOOL Amount	H. S. Mills	DISTRICT Amount	Total Average Levy	Total Amount Levied
	Mills	Amount	Mills	Amount						
Beaverhead	10.00	\$ 76,209	12.04	\$ 91,309	14.89	\$ 108,640	5.43	\$ 41,349	42.36	\$ 317,507
Big Horn	10.00	89,222	12.45	109,702	19.38	167,738	.....	.....	41.83	366,662
Blaine	10.00	80,386	12.01	96,750	19.12	151,106	7.21	57,960	48.34	386,202
Broadwater	10.00	42,268	10.66	45,107	15.00	60,283	6.74	28,458	42.40	176,116
Carbon	10.00	126,175	12.00	151,040	18.79	237,020	6.94	87,353	47.73	601,588
Carter	10.00	37,766	10.30	38,899	16.00	59,906	3.73	14,120	40.03	150,691
Cascade	10.00	445,648	10.80	481,737	26.06	998,458	8.26	368,520	55.12	2,294,363
Chouteau	10.00	115,774	11.05	129,216	16.23	182,931	8.60	99,537	45.88	527,458
Custer	10.00	106,882	10.78	115,267	9.12	96,822	3.58	38,433	33.48	357,404
Daniels	10.00	46,116	12.74	58,416	15.73	69,623	12.71	58,623	51.18	232,778
Dawson	10.00	94,239	11.20	105,960	19.76	182,394	5.47	51,550	46.43	434,143
Deer Lodge	7.20	86,821	21.56	259,166	15.62	183,850	.....	.....	44.38	529,837
Fallon	10.00	47,833	11.15	53,500	18.42	87,391	4.46	21,352	44.03	210,076
Fergus	10.00	142,823	11.60	164,968	20.49	291,835	8.56	122,357	50.65	721,983
Flathead	10.00	177,053	12.20	216,117	32.39	545,449	13.05	231,189	67.64	1,169,808
Gallatin	10.00	190,649	11.40	216,785	20.34	374,116	6.32	120,527	48.06	902,077
Garfield	10.00	32,640	14.00	45,370	11.84	39,245	.....	.....	35.84	117,255
Glacier	10.00	125,936	10.96	138,807	17.05	202,824	3.83	48,288	41.84	515,855
Golden Valley	10.00	26,917	11.35	30,398	11.50	29,922	3.81	10,245	36.66	97,482
Granite	10.00	40,752	11.38	46,319	11.32	45,766	3.29	13,498	35.99	146,335
Hill	10.00	132,586	11.20	146,335	31.71	393,624	12.08	160,267	64.99	832,812
Jefferson	10.00	45,436	13.38	60,639	17.72	78,006	12.02	54,811	53.12	238,892
Judith Basin	10.00	68,774	11.53	83,578	15.86	105,510	8.77	60,598	46.16	318,460
Lake	10.00	90,495	13.50	122,057	26.09	238,561	14.98	135,482	64.57	586,595
Lewis and Clark.....	10.00	210,746	10.00	210,746	21.38	439,008	14.41	303,995	55.79	1,164,495
Liberty	10.00	49,398	11.20	55,396	14.18	67,451	9.42	46,961	44.80	219,206
Lincoln	11.76	81,804	11.76	81,804	35.78	236,634	10.41	73,221	69.71	473,463
Madison	10.00	56,492	13.10	74,004	22.59	125,401	8.32	47,210	54.01	303,107
McCone	10.00	44,650	14.40	61,087	19.23	80,811	8.50	37,962	52.13	224,510
Meagher	9.40	38,693	12.17	48,747	10.19	40,057	.....	.....	31.76	127,497
Mineral	10.00	29,843	12.54	37,457	25.22	74,482	20.46	61,069	68.22	202,851
Missoula	10.00	207,474	11.59	240,374	38.22	796,900	12.10	250,804	71.91	1,495,552
Musselshell	10.00	47,446	11.24	53,148	17.01	79,902	8.45	40,116	46.70	220,612
Park	10.00	104,464	11.80	123,135	20.45	208,895	6.18	64,572	48.43	501,066
Petroleum	10.00	16,753	10.00	16,753	16.00	25,798	3.09	5,215	39.09	64,519
Phillips	10.00	79,446	11.68	92,568	17.07	131,214	5.78	45,937	44.53	349,165
Pondera	10.00	95,920	11.45	109,484	20.15	188,080	7.72	74,144	49.32	467,628
Powder River	10.00	37,659	11.80	44,238	12.57	45,754	.....	.....	34.37	127,651
Powell	10.00	71,237	17.20	121,742	12.80	90,092	.....	.....	40.00	283,071
Prairie	10.00	38,275	11.70	44,615	17.82	66,535	.....	.....	39.52	149,425
Ravalli	10.00	65,024	13.35	86,450	40.12	259,386	14.16	92,156	77.63	503,016
Richland	10.00	76,218	12.18	92,607	31.97	239,759	7.56	57,570	61.71	466,154
Roosevelt	10.00	97,203	12.00	116,055	33.56	336,279	11.71	113,133	67.27	662,670
Rosebud	10.00	93,458	10.93	101,575	12.38	115,056	6.20	57,997	39.51	368,086
Sanders	10.00	73,891	13.00	95,806	22.91	167,080	7.02	51,898	52.93	388,675
Sheridan	10.00	71,678	10.99	79,090	20.27	148,469	14.19	101,775	55.45	401,012
Silver Bow	10.00	297,520	15.72	442,005	32.17	723,231	.....	.....	57.89	1,462,756
Stillwater	10.00	68,971	12.60	86,663	15.30	102,120	10.99	76,554	48.89	334,308
Sweet Grass	10.00	49,736	15.20	76,884	10.24	50,165	.....	.....	35.44	176,785
Teton	10.00	97,192	12.65	122,737	30.34	289,313	5.41	52,692	58.40	561,934
Toole	10.00	106,011	10.65	113,898	20.36	207,478	7.32	78,496	48.33	505,883
Treasure	10.00	21,145	17.39	36,242	12.38	26,004	.....	.....	39.77	83,391
Valley	10.00	107,136	12.26	131,186	27.26	299,637	10.20	109,324	59.72	647,283
Wheatland	10.00	43,831	11.32	49,569	10.71	47,309	8.00	35,051	40.03	175,760
Wibaux	10.00	27,405	10.17	28,223	9.09	3,389	.....	.....	29.26	79,017
Yellowstone	10.00	529,630	11.04	584,341	20.79	1,045,084	3.37	178,697	45.20	2,337,752
Totals		\$5,505,749		\$6,666,071		\$11,707,793		\$3,881,066		\$27,760,679

Average Levy—50.16

TAXES LEVIED FOR SCHOOL PURPOSES, 1955

COUNTY	ELEMENTARY		HIGH SCHOOL		DISTRICT	SCHOOL	H. S.	DISTRICT	Total	Total
	Mills	Amount	Mills	Amount						
Beaverhead	8.00	\$ 68,881	8.66	\$ 76,192	14.32	\$ 123,780	7.24	\$ 59,940	38.22	\$ 328,793
Big Horn	10.00	94,633	12.08	114,855	23.26	209,856	3.14	29,758	48.48	449,102
Blaine	10.00	81,368	12.37	100,150	34.10	268,463	2.48	20,217	58.95	470,198
Broadwater	10.00	44,197	17.58	77,710	15.39	68,146	.....	.....	42.97	190,053
Carbon	10.00	129,618	11.40	148,453	20.48	241,861	7.21	93,340	49.09	613,272
Carter	10.00	37,959	10.30	41,716	18.35	68,211	3.21	12,186	41.86	160,072
Cascade	10.00	466,579	10.88	507,097	36.77	1,651,338	6.53	305,099	64.18	2,930,113
Chouteau	10.00	120,821	11.09	133,922	17.28	207,098	13.35	161,401	51.72	623,242
Custer	10.00	108,001	11.91	132,142	14.68	149,788	7.24	80,936	43.83	470,867
Daniels	10.70	50,456	12.19	57,408	20.09	90,676	12.79	60,185	55.77	258,725
Dawson	10.00	107,855	11.57	124,155	27.72	300,320	5.43	58,310	54.72	590,640
Deer Lodge	5.50	69,696	23.54	289,195	15.23	188,581	.....	.....	44.27	547,472
Fallon	10.00	51,377	11.01	56,688	18.45	94,152	4.12	21,179	43.58	223,396
Fergus	10.00	144,976	11.70	169,375	22.42	328,719	9.12	132,258	53.24	775,328
Flathead	10.00	226,370	12.29	277,956	28.56	662,503	11.71	265,072	62.56	1,431,901
Gallatin	10.00	205,584	11.22	231,106	21.20	441,131	8.79	180,863	51.21	1,058,684
Garfield	10.00	33,892	14.00	47,449	13.30	44,480	.....	.....	37.30	125,821
Glacier	10.00	146,933	11.56	131,632	18.98	248,714	10.41	136,057	50.95	663,336
Golden Valley	10.00	26,574	11.30	30,042	8.81	24,734	3.25	8,639	33.36	89,989
Granite	10.00	43,692	11.28	49,228	15.54	66,110	4.55	19,840	41.37	178,870
Hill	10.00	136,904	11.20	153,335	30.92	427,982	12.45	170,557	64.57	888,778
Jefferson	10.00	47,636	11.97	57,473	18.29	86,474	12.64	60,231	52.90	251,814
Judith Basin	10.00	69,137	12.24	83,776	18.81	125,966	12.87	88,948	53.92	367,827
Lake	10.00	99,329	13.40	133,209	25.02	255,515	16.58	164,718	65.00	652,771
Lewis and Clark	10.00	221,304	11.60	256,093	21.90	486,128	13.03	287,570	56.53	1,251,095
Liberty	10.00	51,214	11.18	57,273	15.89	80,000	8.69	44,508	45.76	232,995
Lincoln	11.84	81,718	11.84	81,718	43.50	293,214	12.86	88,813	80.04	545,463
Madison	10.00	56,321	13.50	75,847	25.00	145,051	5.77	32,892	54.27	310,111
McCone	10.00	44,380	17.00	79,264	19.54	86,519	.....	.....	46.54	210,163
Meagher	10.00	40,841	13.46	54,798	11.70	47,419	.....	.....	35.16	143,058
Mineral	10.00	30,316	12.97	39,227	26.74	81,069	24.45	73,991	74.16	224,603
Missoula	10.00	220,015	11.36	250,626	42.34	937,517	5.35	118,007	69.05	1,526,165
Musselshell	10.00	47,629	11.25	53,578	20.40	99,440	4.52	21,555	46.17	222,202
Park	10.00	108,426	11.62	126,209	23.01	248,899	9.39	101,792	54.02	585,326
Petroleum	10.00	17,625	16.71	28,231	16.62	29,464	.....	.....	43.33	75,320
Phillips	10.00	80,675	12.04	96,791	20.35	163,006	7.10	57,269	49.49	397,741
Pondera	10.00	97,651	11.16	109,295	20.63	200,753	6:30	61,499	48.09	469,198
Powder River	10.00	38,362	12.10	46,229	14.14	53,246	.....	.....	36.24	137,837
Powell	10.00	74,178	18.80	138,318	19.03	139,573	.....	.....	47.83	352,069
Prairie	10.00	40,892	12.50	55,927	20.54	82,939	.....	.....	43.04	179,758
Ravalli	10.00	67,234	13.47	90,447	37.51	254,626	16.24	109,229	77.22	521,536
Richland	10.00	78,020	12.28	95,717	34.29	265,724	11.58	90,496	68.15	529,957
Roosevelt	10.00	127,970	11.50	147,937	24.68	333,760	9.02	115,407	55.20	725,074
Rosebud	10.00	100,507	10.00	101,570	12.86	128,345	5.88	60,712	38.74	391,134
Sanders	10.00	77,771	12.74	99,546	23.80	184,649	8.43	65,550	54.97	427,516
Sheridan	10.00	71,385	10.00	72,453	25.27	175,003	15.31	109,179	60.58	428,020
Silver Bow	10.00	293,580	16.54	465,758	31.54	793,233	.....	.....	58.08	1,552,571
Stillwater	10.00	82,153	12.40	102,035	15.60	129,950	10.18	83,622	48.18	397,760
Sweet Grass	10.00	52,034	17.66	90,240	12.14	61,893	.....	.....	39.80	204,167
Teton	10.00	103,292	12.51	129,395	31.74	327,734	6.76	69,834	61.01	630,255
Toole	10.00	111,816	10.90	121,371	22.81	251,341	12.22	137,725	55.93	622,253
Treasure	10.00	23,194	16.44	38,365	12.43	28,948	.....	.....	38.87	90,507
Valley	10.00	110,182	12.15	134,072	39.30	411,121	14.93	164,629	76.38	820,004
Wheatland	10.00	44,294	11.60	51,469	20.13	88,627	.....	.....	41.73	184,390
Wibaux	10.00	29,484	12.92	37,066	16.98	45,669	.....	.....	39.90	112,219
Yellowstone	10.00	582,002	10.95	638,250	18.83	1,076,317	10.71	625,640	50.49	2,922,209
Totals		\$5,818,933		\$7,189,379		\$14,105,775		\$4,649,653		\$31,763,740

Average Levy — 54.17

CENSUS BY AGE GROUPS, 1955-56

COUNTY	Under 6 Yrs.	6-7 Yrs.		8-13 Yrs.		14-15 Yrs.		16-20 Yrs.		Total 6-21 Yrs.
		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
Beaverhead	883	115	129	350	307	98	76	232	203	1,510
Big Horn	1,589	288	295	747	683	234	212	449	463	3,371
Blaine	1,262	240	248	585	572	183	161	412	373	2,774
Broadwater	350	68	57	168	157	42	39	86	107	724
Carbon	1,021	192	194	588	513	156	160	345	291	2,439
Carter	350	64	67	180	144	43	50	117	88	753
Cascade	8,770	1,398	1,311	3,294	3,145	834	830	1,701	1,660	14,173
Chouteau	1,149	189	174	436	398	104	119	260	199	1,879
Custer	1,772	259	302	736	684	212	170	368	377	3,108
Daniels	546	95	113	283	223	87	79	160	148	1,188
Dawson	2,054	318	282	706	687	175	197	360	343	3,068
Deer Lodge	2,392	332	365	922	899	248	244	523	483	4,016
Fallon	651	108	102	255	244	70	68	158	161	1,166
Fergus	2,042	317	299	822	757	232	214	460	400	3,501
Flathead	4,776	789	832	1,975	1,950	622	556	1,191	1,063	8,978
Gallatin	2,995	492	483	1,192	1,200	363	348	793	719	5,590
Garfield	321	53	52	136	119	33	34	84	62	573
Glacier	1,760	333	333	921	903	255	249	534	531	4,059
Golden Valley	157	28	27	85	78	22	21	48	47	356
Granite	320	68	68	204	160	57	59	105	85	806
Hill	2,705	463	420	973	993	257	288	562	526	4,482
Jefferson	397	69	80	194	208	53	51	136	101	892
Judith Basin	424	72	64	202	176	62	48	129	115	868
Lake	1,558	293	259	866	782	259	218	631	554	3,862
Lewis and Clark	3,286	503	546	1,359	1,402	396	340	811	864	6,221
Liberty	632	75	78	195	186	69	48	99	82	832
Lincoln	1,849	286	280	771	726	225	221	459	386	3,354
Madison	585	108	101	350	289	105	85	232	171	1,441
McCone	566	89	95	214	200	61	49	125	111	944
Meagher	268	45	41	124	116	32	27	82	58	525
Mineral	351	63	67	180	174	61	56	99	79	779
Missoula	5,490	843	845	2,167	2,181	642	608	1,267	1,265	9,818
Musselshell	646	111	108	298	272	57	82	145	139	1,212
Park	1,471	280	262	723	702	174	199	406	360	3,106
Petroleum	103	23	19	53	54	22	16	33	26	246
Phillips	807	168	146	377	355	125	116	251	208	1,746
Pondera	1,199	211	199	481	494	145	146	268	262	2,206
Powder River	401	64	53	154	132	47	46	74	76	646
Powell	779	149	112	366	359	106	106	227	204	1,629
Prairie	405	44	65	157	141	44	42	61	61	615
Ravalli	1,363	231	261	777	709	225	221	520	410	3,354
Richland	1,663	280	236	726	694	186	203	421	355	3,101
Roosevelt	2,328	349	344	1,031	931	262	291	573	584	4,365
Rosebud	870	163	161	420	395	116	94	225	218	1,792
Sanders	965	154	143	417	429	134	128	302	268	1,975
Sheridan	1,088	160	169	408	377	114	102	274	219	1,823
Silver Bow	6,733	1,108	1,165	2,883	2,776	829	794	1,705	1,543	12,803
Stillwater	773	130	131	391	326	108	91	201	203	1,581
Sweet Grass	353	70	64	172	187	61	51	142	111	858
Teton	983	176	195	470	420	134	132	288	258	2,073
Toole	1,253	188	190	473	448	127	124	280	245	2,075
Treasure	199	50	25	88	83	26	24	55	44	395
Valley	1,823	298	264	778	726	212	207	467	474	3,426
Wheatland	354	67	61	189	180	55	46	114	82	794
Wibaux	230	55	54	122	123	32	25	75	72	558
Yellowstone	10,214	1,856	1,758	4,394	4,158	1,128	1,134	2,192	2,154	18,774
Totals	90,274	15,040	14,794	38,528	36,727	10,761	10,345	22,317	20,691	169,203

STATISTICAL DATA, 1954-55

COUNTY	NO. TEACHERS		ORIG. ENROLLMENT		A. D. A.		A. N. B.		GRADUATES	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	8th	H. S.
Beaverhead ..	58	19	965	322	863.9	301.1	911.8	316.6	96	77
Big Horn	69	36	1,777	486	1,597.3	417.6	1,676.8	442.9	89	94
Blaine	79	28	1,516	485	1,365.4	422.1	1,430.1	447.3	148	105
Broadwater	19	13	332	233	324.6	220.9	333.4	230.0	40	39
Carbon	73	48	1,510	572	1,370.3	518.4	1,420.5	549.6	156	107
Carter	52	5.5	477	118	433.4	113.8	455.2	119.5	49	19
Cascade	322	102	8,494	2,150	7,615.8	1,985.1	7,973.0	2,081.3	698	395
Chouteau	82	28	994	434	943.2	403.2	975.0	417.1	106	70
Custer	81	28	1,704	539	1,505.0	487.6	1,590.3	513.8	169	104
Daniels	31	21	783	252	674.8	218.0	707.5	235.9	97	58
Dawson	99	25	1,733	570	1,586.8	515.7	1,657.9	546.0	149	117
Deer Lodge	55	28	1,569	564	1,395.3	505.5	1,453.0	536.7	.....	101
Fallon	48	14	698	222	628.7	203.7	648.8	213.0	58	54
Fergus	127.5	47	2,188	639	2,040.0	579.3	2,130.4	615.3	194	115
Flathead	218	80	5,381	1,919	4,884.0	1,705.2	5,098.0	1,788.0	524	333
Gallatin	137	57	3,158	1,053	2,917.5	976.0	3,025.9	1,008.9	267	187
Garfield	34	13	339	113	318.6	102.8	338.7	107.0	39	18
Glacier	78	30	1,916	558	1,610.8	472.6	1,739.4	505.6	163	85
Golden Valley ..	20	8	225	79	206.6	75.7	213.3	80.1	22	21
Granite	25	13	517	168	480.4	153.7	510.3	160.0	59	24
Hill	97	47	2,089	598	1,941.8	543.3	2,016.4	577.9	181	129
Jefferson	28	16	630	224	576.2	201.2	609.4	217.3	69	45
Judith Basin....	31.5	18	480	181	456.2	168.1	467.9	175.7	45	42
Lake	94.5	49.5	2,124	805	1,955.9	719.4	2,050.2	770.2	233	94
Lewis & Clark ..	129	43	3,143	996	2,899.8	909.1	3,012.9	948.3	296	203
Liberty	31	12	617	171	501.2	151.3	521.1	156.0	45	46
Lincoln	82.5	31	2,086	608	1,846.9	532.2	1,949.3	573.0	273	92
Madison	33	30	676	313	585.5	347.9	612.4	366.5	32	66
McCone	42	7	571	140	523.5	128.5	545.5	134.0	54	19
Meagher	18	7	309	100	277.3	92.0	286.7	95.5	32	14
Mineral	29	18	580	175	507.2	158.2	529.9	167.1	65	26
Missoula	194	63	4,975	1,617	4,630.2	1,455.5	4,820.4	1,536.7	502	270
Musselshell	34	21	670	332	640.8	225.1	660.8	332.0	77	40
Park	80	45	1,922	716	1,783.7	644.5	1,871.9	678.8	181	143
Petroleum	12	4	158	56	143.7	53.0	149.8	55.5	13	17
Phillips	64	26	1,100	381	1,010.1	349.0	1,052.3	364.8	116	79
Pondera	63.5	21.5	1,443	370	1,421.0	344.1	1,472.8	363.8	131	77
Powder River..	38	7	384	104	359.4	87.8	375.3	94.0	43	16
Powell	49	17	1,026	308	909.8	286.1	954.8	304.0	81	55
Prairie	24	8	416	130	390.1	116.3	399.8	119.4	38	19
Ravalli	78.5	50.5	2,074	840	1,903.5	749.1	1,974.5	786.1	239	158
Richland	88	36.5	1,777	678	1,651.9	634.3	1,711.0	664.7	172	127
Roosevelt	88	49	2,050	711	1,829.7	628.2	1,913.6	655.3	190	123
Rosebud	48	18.5	1,002	259	870.7	215.9	913.0	231.0	84	56
Sanders	50	29	1,132	454	1,017.0	413.6	1,064.0	441.4	115	93
Sheridan	66.5	29.5	1,230	409	1,089.9	375.3	1,129.4	392.3	114	78
Silver Bow	189	71	5,188	1,800	4,547.8	1,593.8	4,759.1	1,680.8	554	294
Stillwater	51	25	994	353	903.2	319.4	939.1	336.9	89	67
Sweet Grass..	40	11	531	203	483.9	187.6	501.0	196.0	54	37
Teton	58.5	29.5	1,216	487	1,153.6	449.3	1,210.1	471.6	107	99
Toole	63	25	1,312	419	1,196.3	393.1	1,251.4	410.4	138	80
Treasure	12	6	251	68	230.8	67.1	240.9	70.7	22	13
Valley	87	40	1,874	654	1,623.5	584.5	1,696.0	622.3	158	146
Wheatland	24	18	491	187	458.0	166.6	478.6	177.4	56	29
Wibaux	22	7	334	85	306.3	80.2	317.6	85.2	36	23
Yellowstone ..	345.5	126.5	9,091	2,737	8,285.9	2,475.8	8,619.0	2,615.3	755	508
Totals	4,192.5	1,706.5	92,222	30,145	83,674.7	27,224.4	87,367.2	28,782.5	8,513	5,546

STATISTICAL DATA, 1955-56

COUNTY	No. Teachers		Orig. Enrollment		A.D.A.		A.N.B.		Graduates	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	8th	H.S.
Beaverhead	59	19	990	332	911.2	307.5	965.4	323.8	123	71
Big Horn	82½	22½	1,830	482	1,637.4	424.3	1,733.1	449.6	180	75
Blaine	84	28	1,483	463	1,369.3	411.5	1,470.5	431.8	156	95
Broadwater	19	14	355	238	328.9	232.1	339.7	238.0	46	24
Carbon	69½	43½	1,467	594	1,342.8	543.4	1,390.2	575.6	163	103
Carter	50	7	492	123	441.8	116.0	459.6	123.4	50	29
Cascade	302	117	8,944	2,243	7,947.9	2,077.2	8,343.0	2,180.3	706	403
Chouteau	82	29½	1,070	442	993.3	414.0	1,027.8	431.2	104	159
Custer	91	31	1,635	565	1,480.6	508.5	1,556.2	535.1	164	99
Daniels	34	17	743	264	660.9	238.1	687.7	252.5	84	61
Dawson	100	27	1,907	580	1,737.7	525.2	1,810.5	565.3	158	99
Deer Lodge	55	30	1,595	594	1,473.1	498.7	1,547.2	547.1	3	105
Fallon	49	16	792	217	691.7	197.7	712.9	204.1	65	47
Fergus	128	46	2,249	663	2,067.4	614.9	2,046.4	649.5	211	135
Flathead	239½	94¾	5,586	1,971	5,101.5	1,764.6	5,327.0	1,845.0	598	352
Gallatin	144	57	3,253	1,044	3,187.4	981.4	3,084.3	1,012.9	318	207
Garfield	40	7	363	103	331.5	99.7	345.1	103.0	28	27
Glacier	76	28	2,021	593	1,697.2	488.8	1,830.9	531.0	167	107
Golden Valley	18	8	229	78	211.6	70.2	220.3	75.5	19	14
Granite	26	14	556	201	487.4	165.0	511.0	184.0	53	40
Hill	102	46	2,231	657	2,063.1	592.9	2,154.0	619.4	230	108
Jefferson	28	17	645	233	564.3	209.1	593.7	223.6	64	42
Judith Basin	29¾	21	494	169	463.4	159.9	478.8	168.0	41	48
Lake	93	47½	2,147	834	1,824.6	759.0	1,912.2	804.9	144	193
Lewis & Clark	132	52	3,201	1,065	2,978.5	955.2	3,092.2	1,012.1	31	214
Liberty	31	12	580	161	470.0	140.9	490.0	145.0	45	34
Lincoln	87	33	2,179	634	1,974.2	580.0	2,078.2	616.0	199	99
Madison	32	31	627	356	570.7	341.8	596.6	355.5	45	69
McCone	40	9	584	162	543.7	155.4	566.4	160.0	59	28
Meagher	17	8	323	104	289.2	97.8	303.7	101.2	33	23
Mineral	29 5/6	16	540	198	502.0	185.1	521.9	193.0	68	32
Missoula	209¾	76	5,388	1,786	4,899.4	1,597.6	5,205.2	1,703.4	532	317
Musselshell	35	17	885	263	795.9	237.9	821.4	247.2	69	43
Park	92	38	2,041	719	1,846.5	655.6	1,934.4	681.3	205	123
Petroleum	11	4	147	55	140.2	46.7	145.8	50.3	17	11
Phillips	63	28	1,072	385	1,001.6	355.0	1,040.7	370.9	94	78
Pondera	65½	21½	1,485	401	1,356.4	376.0	1,417.2	393.1	134	82
Powder River	37¾	6¼	398	115	364.9	105.9	380.4	111.2	34	12
Powell	49	17	1,016	341	918.0	300.1	971.7	314.9	95	66
Prairie	27	9	445	129	401.3	121.6	411.8	124.7	53	26
Ravalli	80	48½	2,056	830	1,887.5	756.9	1,964.8	794.9	151	152
Richland	90½	38½	1,806	725	1,661.1	669.6	1,718.3	700.1	187	115
Roosevelt	90	52	2,075	754	1,848.9	671.7	1,933.8	703.3	195	120
Rosebud	45½	19½	997	257	918.6	228.1	957.8	239.4	77	46
Sanders	55	32	1,253	460	1,127.3	415.0	1,187.3	439.2	152	80
Sheridan	66½	31½	1,235	415	1,107.3	377.6	1,150.1	394.7	109	88
Silver Bow	210	71	5,567	1,924	4,884.0	1,662.1	5,152.2	1,762.3	5,547	310
Stillwater	54	27	980	355	921.1	326.0	956.6	341.6	103	75
Sweet Grass	35	12	499	209	468.9	193.0	481.0	201.0	49	43
Teton	58½	30½	1,287	476	1,164.3	441.5	1,215.3	461.6	116	99
Toole	65	27	1,314	445	1,209.5	412.7	1,258.3	425.5	128	81
Treasure	11	6	254	81	221.8	73.1	231.5	76.7	28	14
Valley	93	38	2,031	657	1,726.5	571.7	1,798.8	605.9	173	149
Wheatland	25	14	515	204	479.6	186.1	503.6	195.9	54	43
Wibaux	24	6	350	83	321.4	71.4	336.3	75.4	42	19
Yellowstone	397	141½	10,545	3,099	9,692.1	2,767.1	10,107.7	2,899.9	1,019	509
Totals	4,360.9	1,760.9	96,752	31,531	87,658.4	28,485.9	91,478.5	29,971.8	13,718	5,843

DISTRICTS, SCHOOLS AND ENROLLMENTS, 1954-55

COUNTY	Dist. No.	Dist. Opr. Sch.	1-ROOM SCHOOLS		2-ROOM SCHOOLS		CITY AND TOWN ELEM.		HIGH SCHOOLS	
			No.	Enroll	No.	Enroll	No.	Enroll	No.	Enroll
Beaverhead	26	24	21	155	3	77	2	733	2	322
Big Horn	7	7	11	101	1	32	6	1,644	2	486
Blaine	18	18	24	212	1	28	7	1,276	4	485
Broadwater	7	6	3	40	2	42	1	250	1	233
Carbon	28	20	7	86	6	155	7	1,269	7	572
Carter	24	23	13	94	4	71	7	312	1	118
Cascade	42	35	24	170	3	83	22	8,241	6	2,150
Chouteau	54	46	33	268	7	129	6	597	4	434
Custer	24	19	20	137	1	35	5	1,532	2	539
Daniels	14	11	7	80	1	24	4	679	3	252
Dawson	37	35	39	307	4	82	4	1,344	2	570
Deer Lodge	9	3	1	14	1	28	5	1,527	1	564
Fallon	24	23	28	208	.....	.....	4	490	2	222
Fergus	67	52	44	372	5	115	9	1,701	7	639
Flathead	48	42	23	333	14	514	16	4,534	4	1,919
Gallatin	45	32	21	227	3	101	11	2,830	6	1,053
Garfield	21	21	34	213	.....	.....	1	126	1	113
Glacier	9	9	11	193	1	36	6	1,687	2	558
Golden Valley.....	14	14	12	82	.....	.....	2	143	2	79
Granite	5	4	1	9	1	48	2	460	2	168
Hill	29	25	20	194	.....	.....	10	1,895	7	598
Jefferson	10	8	3	23	1	38	4	569	2	224
Judith Basin	15	12	4	37	3	81	5	362	4	181
Lake	14	10	3	40	5	158	8	1,926	5	805
Lewis and Clark.....	28	18	12	147	1	9	13	2,987	2	996
Liberty	15	15	15	147	.....	.....	3	470	2	171
Lincoln	15	13	6	108	1	24	7	1,954	3	608
Madison	13	12	5	45	3	65	5	566	5	313
McCone	26	25	28	235	1	32	2	304	1	140
Meagher	9	9	7	40	1	25	1	244	1	100
Mineral	6	6	2	7	1	25	3	548	3	175
Missoula	15	15	4	46	6	188	18	4,741	2	1,617
Musselshell	11	9	6	58	1	48	3	564	4	332
Park	32	28	21	216	3	81	9	1,625	4	716
Petroleum	10	7	6	51	.....	.....	1	107	1	56
Phillips	27	24	23	154	5	126	4	820	4	381
Pondera	21	19	11	127	3	78	5	1,238	3	370
Powder River	23	23	32	232	.....	.....	1	152	1	104
Powell	19	16	10	100	2	44	4	882	1	308
Prairie	5	5	3	18	.....	.....	2	398	1	130
Ravalli	10	10	2	34	.....	.....	10	2,040	6	840
Richland	41	36	34	368	4	150	4	1,259	4	678
Roosevelt	10	8	14	151	.....	.....	5	1,899	6	711
Rosebud	25	12	3	31	3	83	5	888	4	259
Sanders	12	11	2	30	2	84	8	1,018	5	454
Sheridan	32	23	17	179	7	187	5	864	5	409
Silver Bow	8	6	1	7	2	43	20	5,138	1	1,800
Stillwater	27	19	13	149	1	30	7	815	5	353
Sweet Grass	31	23	18	130	3	59	2	342	1	203
Teton	20	16	7	72	2	81	7	1,063	4	487
Toole	20	20	17	192	1	25	6	1,095	3	419
Treasure	5	5	3	46	1	37	1	168	1	68
Valley	15	13	21	245	3	80	8	1,549	5	654
Wheatland	7	7	3	27	2	68	2	396	2	187
Wibaux	17	12	12	103	.....	.....	1	231	1	85
Yellowstone	24	23	14	166	4	195	29	8,730	7	2,737
Totals	1,170	987	779	7,256	130	3,744	355	81,222	177	30,145

PROPERTY VALUATION BY COUNTIES

COUNTY	1954	1955	1955	1956	1956
	Taxable	Assessments	Taxable	Assessments	Taxable
Beaverhead	\$ 7,617,927	\$ 26,074,275	\$ 8,274,984	\$ 27,036,998	\$ 9,117,980
Big Horn	8,926,419	31,972,010	9,461,172	32,314,476	9,552,246
Blaine	8,038,647	27,363,271	8,138,339	28,032,851	8,037,785
Broadwater	4,224,693	14,645,963	4,418,256	14,568,787	4,405,137
Carbon	12,577,000	33,661,707	12,938,977	33,003,593	12,554,261
Carter	3,781,186	13,309,681	3,795,880	14,634,490	4,321,721
Cascade	44,584,640	170,041,118	46,658,549	189,096,123	51,829,242
Chouteau	11,577,435	46,455,707	12,082,037	51,861,237	12,615,712
Custer	10,728,525	37,019,346	11,180,732	36,392,866	10,955,790
Daniels	4,610,745	18,424,484	4,703,960	19,872,224	4,829,880
Dawson	9,422,929	35,950,014	10,743,162	37,908,128	12,009,993
Deer Lodge	12,176,558	42,668,600	12,368,044	44,629,091	12,960,880
Fallon	4,783,263	16,907,817	5,138,179	19,198,519	6,371,002
Fergus	14,278,172	52,780,266	14,497,643	53,039,543	14,447,537
Flathead	17,709,787	79,048,838	22,635,579	84,805,665	24,237,024
Gallatin	19,065,727	66,581,782	20,562,749	67,144,539	21,058,951
Garfield	3,264,092	11,320,248	3,389,296	10,867,265	3,214,728
Glacier	12,599,173	33,108,500	13,059,936	35,072,099	13,580,699
Golden Valley	2,691,761	8,303,325	2,657,365	8,188,764	2,642,064
Granite	4,096,602	13,339,437	4,360,710	13,509,894	4,367,630
Hill	13,257,879	52,360,717	13,691,446	59,387,750	14,956,320
Jefferson	4,561,191	13,618,597	4,763,717	14,839,091	5,163,247
Judith Basin	6,905,505	23,628,362	6,913,013	24,157,584	6,923,078
Lake	9,042,866	33,884,738	9,929,122	32,349,448	9,452,543
Lewis & Clark	21,089,593	77,709,057	22,065,966	77,800,945	22,020,273
Liberty	4,985,226	19,368,394	5,121,470	21,798,014	5,407,815
Lincoln	7,030,422	23,054,093	6,906,369	25,864,890	7,784,336
Madison	5,670,273	18,562,031	5,698,073	17,712,176	5,478,777
McCone	4,465,056	16,046,391	4,448,722	16,646,613	4,694,818
Meagher	4,044,401	13,405,935	4,117,129	12,716,645	3,898,355
Mineral	2,984,360	8,845,423	3,025,831	9,627,280	3,245,847
Missoula	20,720,193	79,209,662	22,018,693	83,972,052	23,315,918
Musselshell	4,745,545	14,005,048	4,765,218	14,080,019	4,762,885
Park	10,442,993	36,813,952	10,839,460	36,530,785	10,696,372
Petroleum	1,684,623	5,694,945	1,763,486	5,531,505	1,645,016
Phillips	7,944,710	26,779,269	8,067,608	26,768,050	7,975,595
Pondera	9,591,971	35,256,755	9,765,854	39,003,395	10,319,959
Powder River	3,784,076	13,389,744	3,865,848	13,104,639	3,723,699
Powell	7,121,519	22,654,168	7,406,135	23,005,667	7,402,642
Prairie	3,827,497	12,907,207	4,085,093	12,833,929	4,019,307
Ravalli	6,505,799	22,798,644	6,725,388	22,766,018	6,735,185
Richland	7,618,158	27,381,494	7,811,922	27,985,290	8,019,420
Roosevelt	9,660,070	36,809,989	12,787,358	40,248,537	15,098,948
Rosebud	9,345,775	30,769,411	10,320,058	32,494,024	12,337,129
Sanders	7,389,211	24,513,171	7,776,451	24,695,135	7,709,066
Sheridan	7,167,835	28,824,272	7,127,061	30,534,852	7,207,814
Silver Bow	29,769,719	103,248,838	29,398,923	112,109,538	36,834,430
Stillwater	6,964,069	25,453,280	8,215,309	24,337,958	7,538,789
Sweet Grass	4,973,744	17,064,057	5,203,998	16,747,583	5,114,855
Teton	9,729,673	37,177,515	10,328,081	39,374,602	10,492,697
Toole	10,715,312	34,772,022	11,267,494	37,336,356	11,868,376
Treasure	2,114,508	7,516,208	2,319,339	7,202,621	2,208,949
Valley	10,714,272	40,541,161	11,021,121	43,425,550	11,412,688
Wheatland	4,383,434	14,377,040	4,437,525	14,236,301	4,435,894
Wibaux	2,741,452	10,063,479	2,973,388	10,765,069	3,496,387
Yellowstone	52,982,740	213,409,609	58,370,628	230,977,183	62,699,428
Totals	\$553,430,951	\$2,000,891,066	\$586,407,846	\$2,104,144,246	\$619,207,119

High School Accreditation

Increasing enrollments in Montana high schools and a general demand for a wider variety of subject-offerings have resulted in a higher percentage of violations of the state standards for accreditation of high schools for the past school year, according to Miss Mary M. Condon, State Superintendent of Public Instruction. Despite determined efforts by school boards and administrators to meet the increased demands on the public schools, there are still not enough teachers to meet classes already in the schools, in a majority of cases. No class shall exceed thirty pupils in the junior and senior high schools, except for physical education and music, according to the high school accreditation requirements of the State Board of Education.

In a number of cases administrators have been forced by circumstances to assign seven or eight daily classes and supervised study periods to their teachers, leaving them with little or no time at all for taking care of the load of clerical work, not to mention preparation for the next day's classes. This also is a violation of state accreditation standards, and those schools which have been compelled to adopt the practice of overloading either their classes or the schedules of the teachers must be reported to the State Board of Education at the meeting selected for accrediting secondary schools.

Advice, by the State Board of Education, when given with accreditation, is a statement of awareness of violation of minimum standards in a secondary school. If no effort is made the following year, the school is warned, and repeated disregard of standards can result in loss of accreditation.

By State Board of Education action on June 15, 1956:—

Schools regularly accredited—	1st Class	1	County High School.....	10
	2nd Class	38	State & Private.....	5
	3rd Class	40	Total	94
Schools accredited with advice—	1st Class	9	County High School.....	8
	2nd Class	32	State & Private.....	15
	3rd Class	32	Total	96
Schools accredited with warning—	1st Class	0	County High School.....	0
	2nd Class	1	State & Private.....	0
	3rd Class	8	Total	9
Schools accredited on probation—	1st Class	0	County High School.....	0
	2nd Class	0	State & Private.....	0
	3rd Class	3	Total	3
Schools accredited on final probation—	1st Class	0	County High School.....	0
	2nd Class	0	State & Private.....	0
	3rd Class	3	Total	3
New Schools provisionally accredited—	1st Class	1 (junior high school)		
	State & Private	1		
	Total	2		
	Grand Total			207

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

MARY M. CONDON.....	State Superintendent
GENEVIEVE SQUIRES.....	Deputy Superintendent
JAMES M. TINDALL.....	Administrative Assistant
WILLIAM I. KING.....	High School Supervisor
MRS. WINNAFERN MOORE.....	Rural School Supervisor
GLENN O. LOCKWOOD.....	Supervisor Special Education
DR. O. M. HARTSELL.....	Music Supervisor
RUSSELL STEEN.....	Supervisor Visual Education
LESLIE L. BROWN.....	Director School Lunch Program
EDITH FOSS.....	School Lunch Nutritionist
K. W. BERGAN.....	Supervisor of Indian Education Supervisor of Transportation
MRS. SYLVIA HAIGHT.....	Director of State Correspondence School, Missoula, Montana
MRS. ESTHER L. SCHMIDT.....	Director of Certification
MARY D. MACKENZIE.....	Director of Textbook Library
A. W. JOHNSON	State Director of Vocational Education and Vocational Agriculture Education
W. LYLE ROESLER.....	Supervisor Trade & Industrial Education
FLORA MARTIN.....	Supervisor of Home Economics
DOROTHY LOCH.....	Assistant to Supervisor of Home Ec.
DR. HAROLD HEYWOOD.....	Supervisor of Guidance Service
DAVID J. MAIR.....	Supervisor of Distributive Education
WILLIAM J. ERNST.....	Director Donable Property Program
FRANK HOLLENBACK.....	Itinerant Instructor of Fireman Training
ELMER C. LINEBARGER.....	Itinerant Instructor of Fireman Training
BASIL C. ASHCRAFT.....	Assistant Supervisor Vocational Agricultural Education Training

COUNTY SUPERINTENDENTS—1956

County	Superintendent	Address
Beaverhead.....	Mrs. Theo. E. Bay.....	Dillon
Big Horn.....	Mrs. Lura P. Strand.....	Hardin
Broadwater.....	Mrs. Ruth G. Carson.....	Townsend
Carbon.....	Mr. John W. Cushman.....	Red Lodge
Carter.....	Mrs. Lela Andersen.....	Ekalaka
Cascade.....	Miss Margaret Holland.....	Great Falls
Chouteau.....	Mrs. Margaretha K. Thomas.....	Fort Benton
Custer.....	Mrs. Audrey S. Herigstad.....	Miles City
Daniels.....	Mrs. Alvina Crandell.....	Scobey
Dawson.....	Mrs. Margaret M. Wright.....	Glendive
Deer Lodge.....	Mrs. Florence Olson.....	Anaconda
Fallon.....	Mrs. Lucille Riley.....	Baker
Fergus.....	Mrs. Edith H. D. Suden.....	Lewistown
Flathead.....	Miss Lulu Barnard.....	Kalispell
Gallatin.....	Mrs. Martha Haynes.....	Bozeman
Garfield.....	Mrs. Mabel Pollard.....	Jordan
Glacier.....	Mrs. Laura Jane Taft.....	Cut Bank
Golden Valley.....	Mrs. May Y. Spearin.....	Ryegate
Granite.....	Mrs. Waive K. Poesse.....	Philipsburg
Hill.....	Mrs. Opal Sherle.....	Havre
Jefferson.....	Mrs. Zula Kyler.....	Boulder
Judith Basin.....	Mrs. Pearl A. Phillips.....	Stanford
Lake.....	Mrs. Muriel Hamman.....	Polson
Lewis & Clark.....	Mrs. Dorothy H. Simmons.....	Helena
Liberty.....	Mrs. Alice H. Ternstrom.....	Chester
Lincoln.....	Mrs. Glessie Kemp.....	Libby
Madison.....	Mrs. Myrta MacLeod.....	Virginia City
McCone.....	Mrs. Thominna W. Brown.....	Circle

COUNTY SUPERINTENDENTS—1956—Continued

County	Superintendent	Address
Meagher.....	Mrs. Ethel G. Knight..... Mrs. Adeline Swan*	White Sulphur Springs
Mineral.....	Mrs. Anna J. Murphy.....	Superior
Missoula.....	Mrs. Adeline Barton.....	Missoula
Musselshell.....	Mrs. Frances B. Stalcup.....	Roundup
Park.....	Miss Hilfred B. Paterson.....	Livingston
Petroleum.....	M. N. Gershmel..... Carl M. Yerrington*	Winnett
Phillips.....	Lowell Curtis.....	Malta
Pondera.....	Miss Elsie Campbell.....	Conrad
Powder River.....	Mrs. Margaret Aye..... Mrs. Carolyn Frojen*	Broadus
Powell.....	Miss Florence Hill.....	Deer Lodge
Prairie.....	Mrs. Gladys Kalfell.....	Terry
Ravalli.....	Charles D. Haynes..... Mrs. Agnes E. Cooper*	Hamilton
Richland.....	Miss Mildred Thorsen.....	Sidney
Roosevelt.....	Mrs. Alice Fossen.....	Wolf Point
Rosebud.....	Mrs. Delia Carolan.....	Forsyth
Sanders.....	Orin P. Kendall.....	Thompson Falls
Sheridan.....	Mrs. Leah M. Aasheim..... Lloyd A. Markell*	Plentywood
Silver Bow.....	Miss Maybelle Hogan.....	Butte
Stillwater.....	Miss Florence Rosean.....	Columbus
Sweet Grass.....	Mrs. Margaret Deegan.....	Big Timber
Teton.....	Mrs. Muriel Reiquam.....	Choteau
Toole.....	Mrs. Mable Potts.....	Shelby
Treasure.....	Mrs. Helen M. Henricks.....	Hysham
Valley.....	Mrs. Ruth Putz.....	Glasgow
Wheatland.....	Mrs. Ethel K. Sivertson.....	Harlowton
Wibaux.....	Ray S. Eisenbart.....	Wibaux
Yellowstone.....	T. E. Pemberton.....	Billings

*Resigned during 1956.

